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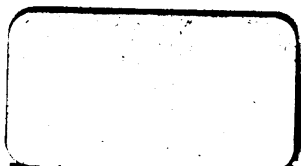
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auxiliary in the promotion of such a work, we present this Monthly Journal. Such a publication is a desideratum in Canada, and is demanded by the interests of Schools and the claims of general knowledge. We volunteer the labour and responsibility of its production upon the double ground of its necessity and importance, and the assurances we have received in various Districts in Upper Canada, that in the event of our gratuitously undertaking so much, the friends of Education throughout the Province will cordially and efficiently co-operate. And as every farthing of the subscriptions will be devoted to the mechanical execution of the work, the more numerous the subscriptions are the more may the value of the publication be increased, both in the amount of matter and in engravings of plans of School Houses, Premises, &c.

The principle on which this Periodical is issued and is proposed to be sustained,—that of voluntary co-operation—indicates the theory of the Educational system which it will seek to develop. In a free country, like Canada, the people cannot be educated without their own consent and their own voluntary co-operation. This is the basis of our system of Public Elementary Education ; it is the vital principle which connects and pervades all its parts ; and it furnishes the only key to a correct explanation of its philosophy. The Provincial School Grant and School Law are the voluntary creation of the country through its Legislative Representatives ; the School Assessment of each District is the voluntary creation of its inhabitants through their Township Representatives in Council ; the erection of every School House, and the employment and support of every Teacher is the voluntary work of the inhabitants of each School Section through their Trustee Representatives, chosen by themselves. There cannot, therefore, be even a School established, except by the people themselves. It is true, *individuals* may be compelled to support Schools, whether they desire to do so or not ; but in a country where each individual will is sovereign and supreme, there is no law or government—there is no society—there is a state of nature. A state of civilization and free government supposes the subordination of individual will, in civil matters, to the will of constituencies—whether they consist of the inhabitants of a School Section, or Township, or County, or Province. As the inhabitants of any one of these constituencies cannot act individually, even in employing a School Teacher, they elect certain persons to act for them, and are individually bound by the acts of their representatives. Now, the Executive Government itself cannot establish even a Common School in the smallest of these constituencies ; only the people themselves, by their own chosen Representatives, can do it. A despotic School system supposes the power of the Government to act irresponsibly and independently of the people in the establishment and management of Schools. Our system is the reverse of that. The co-operation of the Government and people is, of course, essential to any system of public instruction in this or in any free country ; but the positive and acting power in the

application of our existing system is with the people themselves, in their several localities. The governmental part of the system is a power of *motives*—not of force. The Legislature, in the School grant, offers, through the Executive Government, an inducement to each District, through its Council, to promote Common School Education in such District; and the Provincial Government and District Council thus unitedly present motives to the inhabitants of each School Division, through their own elected Trustees, to educate their own children. Their compliance or non-compliance with the conditions offered—their yielding or not yielding to the motives presented—is with themselves. The General Rules and Regulations are but guards against individual or local abuses of the Provincial and District School Fund—are aids to promote the benefits of its expenditure, and to supply the deficiency of local information—and will become less and less necessary in proportion to the advancement of School experience and general knowledge throughout the country. The progress of the system, and the diffusion of knowledge, will supersede the necessity of some provisions of the law, and create the necessity for new ones. Maturity in anything imparts a character of simplicity.

Such being in brief the theory of our popular School System, the first requisite to its efficient operations is information as to its general principles and various applications, and a just appreciation of its important objects. Anything *new*—however simple—is *difficult*. The alphabet is difficult to a child, as a new language or a new science is difficult to a student. It is so with our new School System—though simple in itself—and though as easy as the alphabet to those who have learned and practised it in other countries. To aid in supplying the information thus needed, and in creating and strengthening a conviction thus essential, is the fundamental object of the *Journal of Education*.

Adapting its pages to the wants of the country, rather than to individual taste, we devote the greater part of the present number—even at the expense of variety—to subjects which demand the attention of all parties concerned in the administration of the Common School Law at the commencement of the current year. The Educational wants of each month will determine the character of the Journal for each month. When the practical alphabet of our School System is thoroughly understood, we shall be happy to advance to its science and literature.

We especially solicit the careful attention of every reader to the latter part of the Circular addressed to the Wardens of Districts, in which the hardships of Trustees and the most serious obstacles to the efficiency of our Common Schools are stated, and the cardinal principle of universal education discussed.

In addition to what is proposed in the Prospectus, we beg to intimate, that, in compliance with the request of numerous individuals, and several public

meetings, it is intended to publish in this Journal, in the course of the year, the Lectures which the Chief Superintendent of Schools has delivered in the several Districts of Upper Canada on the "*Importance of Education to an Agricultural, Manufacturing and Free People ;*" also the Provincial Annual School Report for the year 1847.

The communications and suggestions of Educationists are respectfully solicited and will be gratefully received. Besides the agents referred to in the Prospectus, we hope that every friend of general Education in Canada will feel himself an authorised agent, and aid in promoting the circulation and objects of this monthly Periodical. On such co-operation alone, under the divine blessing, does its success depend.

VARIOUS SUBJECTS REQUIRING THE ATTENTION OF MUNICIPAL COUNCILS—HARDSHIPS OF SCHOOL TRUSTEES—THE ONLY TRUE PRINCIPLE OF UNIVERSAL EDUCATION—SUPPORTING SCHOOLS ACCORDING TO PROPERTY.

(Circular from the Chief Superintendent of Schools to Wardens of Districts.)

EDUCATION OFFICE, Toronto, 14th January, 1848.

SIR,

I desire, through you, to call the attention of the Municipal Council, over which you have been chosen to preside, to several subjects of great practical importance in respect to Common Schools. The remarks which I beg leave to offer have been suggested to me during my recent visit to the several Districts of Upper Canada.

[*The Annual School Assessment by the Council.*]

1. The first relates to the Assessment by the Council in connexion with the apportionment of the Legislative Grant in aid of Common Schools in your District. It appears to be generally desired, that as the Municipal Councils now meet only twice a-year, that the apportionment of the Legislative Grant should be made each year at an earlier period than that required by law, and before the first semi-annual meeting of the Councils. I am quite of that opinion, but am not in circumstances to act upon it the present year. It is quite as easy to apportion the Legislative Grant in January as in April; but the reason why it has not been apportioned earlier in each year, is the absence of the data necessary to make such an apportionment. As the Legislative Grant is apportioned to each District and Township, according to the number of children in each between the ages of 5 and 16 years, I am depending on the reports of the District Superintendents for each year, in order to make an equitable apportionment of the Legislative Grant for the following year. Those

reports are not forthcoming before March. But I hope, by means of the general census which the Legislature has authorised to be taken the present year, and other provisions which may be made, that the annual apportionment of the Legislative School Grant will hereafter be made at the commencement of the year. In the mean time, as the power of the Council in respect to School Assessments is, by the provisions of the amended School Act, unlimited, it can, at its first session, make an Assessment for the current year without regard to the precise amount apportioned from the Legislative Grant. The sum apportioned to each District this year will probably not be much more or less than that apportioned last year. Assuming that to be the case, the Council can proceed at its *first session* to make the School Assessment for the year. The condition on which aid is granted by the State to the several Counties (analogous to our Districts) in the neighbouring State of New-York, is the same as that on which Legislative aid is granted to the several Districts in Upper Canada ; but there the County authorities raise by voluntary local assessment, a much larger sum than is granted by the State ; though the amount of Legislative aid per child, from 5 to 16 years of age, is less there than in this country. For example, the State appropriation for the support of Common Schools in the State of New-York for 1845, was \$220,000 ; the amount raised by the County Boards of Supervisors (analogous to our District Councils in School matters) was \$415,051 15 cents ; and the amount paid on *Trustees' Rate-Bills* the same year, for the same purpose, was \$460,764 78 cents. This does not include \$55,000 appropriated by the State, the same year, and \$40,881 86 cts. raised by Boards of Supervisors for Counties, for the increase of Common School Libraries. Would each District Council raise twice or thrice the amount it now does by School Assessment, there would be no need of Trustees' Rate-Bills at all, and there would be certain salaries for the support of good Teachers throughout all Upper Canada—to the great assistance of many poor parents in educating their children—to the great relief of Trustees—to the vast improvement in the Schools, and to the unspeakable benefit of the rising and future generations of Upper Canada. But to this true and only efficient principle of providing for the education of the entire population of our country, I will invite your special attention in the sequel of this communication.

[*The Time of Collecting and Paying the Council School Assessment.*]

2. Another subject which I beg to commend to the attention of the Council is, the *time of collecting and paying* over into the hands of the District Superintendent the School Assessment for the year. According to law, it is, I believe, due before the middle of December ; but a great part of it is not received by the District Superintendent until one, two, or three months afterwards. This causes serious irregularity in the operations of the School system—mixing up the affairs of one year with those of another—rendering full and punctual

annual School reports of the Trustees and District Superintendents impossible—causing great inconvenience to the District Superintendent, and much trouble and loss to School Teachers. It is submitted whether the Council will not adopt effectual measures to secure the payment of the annual School Assessment before the end of the year; and if in any case any Collectors are delinquent, whether it will not be advisable for the Council to direct the District Treasurer to pay to the District Superintendent the amount of the School Assessment without regard to its actual payment by Collectors, and, if need be, require delinquent Collectors to pay interest on the amount of the School Assessment payable by them from the time it is due until it is paid. Certainly Teachers ought not to be kept out of their money by official neglects of duty; and we cannot have a good system of Schools without regularity in every department of it. The injustice to Teachers and Trustees, and other evils occasioned by the non-payment of the School Assessment at the time prescribed by law, have been strongly presented in a large proportion of the Districts that I have recently visited. The remedy for the evil is entirely in the hands of the Council.

[*The Formation and Alteration of School Sections, and Determining the Sites of School Houses.*]

3. The formation and alteration of School Sections, and determining the locality of Section School Houses, have sometimes been attended with serious inconvenience, and have given rise to many disputes. In my Circular letter, 1st October, 1846, addressed to Wardens of Districts, I pointed out the evils attending the division of Townships into *small* School Sections, and adduced some reasons and authorities in proof of the advantages of large, over small School Sections. On this point I need merely refer to what I have stated in that Circular—(*See Special Report, &c.*, pp. 27, 28);—but inconveniences, which deserve the attention of the Council, have, in several instances, attended the *alteration* of School Sections. The alteration of a School Section in the *middle* of the year can scarcely fail to embarrass the Trustees concerned. At the beginning of the year, the Trustees make their calculations and engagements according to the then existing boundaries of their School Section; but if those boundaries are altered before the year's engagements and obligations are fulfilled, the affairs of such School Section are almost inevitably deranged, and the Trustees perhaps involved in painful embarrassments and perplexities. It is therefore submitted to the Council, whether it will not be best, as a *general rule*, for alterations in School Sections to be authorised only during the *autumn* Session of the Council, and to *take effect only* at the commencement of the year; or, at least, not to take effect within six months after the act of the Council authorizing such alteration. This will afford time to Trustees concerned to prepare for the changes contemplated. It will also afford all parties

concerned an opportunity of petitioning the Council against such alterations, should it happen that they had been sanctioned by the Council on imperfect or partial information. Then as to the *location* of the School in a Section, and claims in favour of two or more School Houses which may have been erected or occupied in a Section, disputes have frequently arisen. In order to prevent such most injurious disputes, it appears to me important that the Council, in forming a new School Section, or in altering the boundaries of a Section, or in imposing an Assessment for the erection of a School House, *should in all cases name the locality of the School House*. I would respectfully recommend the Council to pursue the same course in all cases of pending disputes between Trustees and their neighbours, as to the locality of the Section School. It is true, dissatisfied or aggrieved parties have a right to complain to the District or Provincial Superintendent, and he has a right to decide on matters of complaint; but he would often hesitate to interfere in so delicate a matter—even where he might possess the requisite local information, which is not practicable in many cases—unless he were sustained by the judgment of the Council. I think that the Council, who alone has the power of organizing School Sections, is the proper and the most competent judge as to where the Schools should be kept in such Sections. Nor can I conceive a School Section to be fully organized without the locality of the School House being designated.

[*Titles to Common School Property.*]

4. In connexion with settling the localities of Section Schools, I beg again to draw the attention of the Council to the importance of securing the *titles of School Houses and Premises*. I have been surprised to learn, during my recent provincial tour, and from official correspondence, how large a number,—I might perhaps say, proportion—of Common School Premises in the several Districts, are not secured to the public by any sufficient title. By the present School Act, all Common School property in each District is vested in the Municipal Council of such District, under the immediate management of local Trustees; and I would suggest to the Council the propriety of taking immediate and effectual steps to secure all the Common School property within its jurisdiction. Then in case of changing the locality of a School House, the present premises could be sold by order of the Council, to aid in the procuring of new premises and the erection of a new School House.

[*Reports and Text Books for Common Schools.*]

5. During my late tour of Upper Canada, I have taken the liberty to present each District Council with several copies of my *Report on a System of Public Elementary Instruction for Upper Canada*; also copies of my *Annual School Reports* for 1845, and 1846, and of my *Special Report of the Measures which have been adopted for the Establishment of a Normal School, and for carry-*

ing into effect generally the *Common School Act*. I have also had great pleasure in procuring from the National Board of Education in Dublin, and in presenting to each District Council, a complete set of their *National School Books, Reports, Forms, &c.* The Provincial Board of Education have recommended the use of these admirable books—as they may be required—in all our Common Schools. The measures which the Board have adopted to render these Books accessible to the people of Canada generally, and at the lowest prices possible, are detailed in my *Special Report*, pp. 7, 8.* I believe these proceedings of the Provincial Board of Education will commend themselves to the approbation and gratitude of every person who wishes, without any interference with private enterprise, the introduction and use of good and cheap School Books in all our Schools. In connexion with what has been done by the Provincial Board, I hope that the Council will appoint a Committee to examine these Books (the Readers especially), as to both their excellence and cheapness, and co-operate in the recommendation of the use of them in the Schools. The

* The following is the statement referred to:—“One part of the duty of the Board of Education is: ‘To examine and recommend or disapprove of all Books, Plans, or Forms which may be submitted to them with a view to their use in Schools;’ and I lost no time in laying before the Board specimens of the National School Books, and the advantageous terms, on which, I believed, from personal conversations with the Commissioners in Dublin, these admirable books could be obtained; as also permission to re-print them in Upper Canada. An official communication was directed to be addressed, in behalf of the Board, to the Commissioners of National Education in Ireland on the subject; in reply to which the Board received permission to re-print the National School Books in Upper Canada, and the offer on the part of the Commissioners, to supply the Dublin Editions for Canadian Schools at cost prices, nearly one hundred per cent. below the retail selling price of these books to the British public.

“The Board, feeling that their duty in this respect was one of great delicacy, as well as of great importance, resolved to proceed in a manner the least liable to objection from any quarter. There being no series of School Books published in Upper Canada, the Board thought it best not to interfere with any of the few isolated School Books which are published in the Province, either by way of recommendation or disapproval; but to recommend the complete and admirable series of National School Books, and to adopt such measures to carry their recommendation into effect as would not at all affect the competition and fair profits of the Trade, while they would greatly promote the advantages of the public and the best interests of our Common Schools, in regard to both the prices and the character of School Books.

“The Board, in the first instance, advertised for Tenders for re-printing these Books, proposing to confine its own privilege of re-printing them to the Publisher or Publishers who would engage to print them in a style similar to the Dublin editions, at the lowest prices to the public. Several Tenders were sent in for re-printing single numbers of the series, in the terms of which there was scarcely a shadow of difference; but no publishing house was willing to invest the capital and assume the responsibility of re-printing the entire series at the reduced prices of the imported editions. The Board determined at length, to extend its own privilege of re-printing the National Books to any Publisher in Canada who might choose to avail himself of it, reserving merely the right of expressing its opinion favourable or otherwise as to the correctness or quality of any re-prints of them.

“The Board adopted a similar course with a view to facilitate and encourage the importation of the National School Books—extending its recommendation to the National Commissioners in Dublin in behalf of any person in Upper Canada, to be furnished with their books at their proposed reduced prices, who would engage to sell them at the rate of not more than two pence currency for every penny sterling of the cost price. Several Canadian Booksellers have availed themselves of this offer of the Board; and two publishing houses in Toronto have got the first three [now four] *Readers of the series* stereotyped—*fac-similes* of the last Dublin editions.”

prices at which these Books can be procured for the Schools are given in my *Special Report*, pp. 62, 63 ; the unobjectionable means which I have desired to see employed to procure their general use in the Schools, and some of the advantages attending it, are explained in the same Report, pp. 67, 68 ;* and the opinions and practice of other countries in respect to uniform Text Books in the Schools are stated in my *Report on a System of Public Elementary Instruction*, pp. 171-174. The advantages, intellectual and financial, of such an improvement in our Schools can hardly be over estimated.

[*Accounting for the Expenditure of School Moneys.*]

6. The strictly legal and judicious expenditure of the *School Fund* is demanded by the high and patriotic purposes for which it has been provided ; and it is also essential to the moral influence and success of our School system, that those who have to do with the payment of the School Fund should be able to evince from year to year, beyond suspicion, that they have faithfully performed this part of their duty. In my Annual School Report for 1845-6, under the head of "*Common School Funds*," (pp. 2, 3,) I pointed out the impossibility of protecting the School Fund from abuses, and of obtaining full and detailed accounts of its expenditure, according to the provisions of the late Common School Act ; and subsequent disclosures, arising from attempts to wind up the financial accounts of former years, have furnished proofs that I was warranted in the remarks referred to. There is now but one Financial School Officer in each District ; and in order that he may fully and satisfactorily account for the

* The unobjectionable means here referred to are stated as follows :—"As many foreign and inappropriate books have found their way into our Schools, it is a work of delicacy and difficulty to supersede them. This must be the work of time, as well as of prudence and perseverance ; but the object to be accomplished is worth all the labour necessary for its attainment. It has been felt so in every enlightened country, as you may see, by referring to the authorities quoted in my Report on Elementary Instruction, under the head of *Text Books*. It has already been achieved in many of the counties and in all the principal cities of the neighbouring State of New-York, such as Albany, New-York, Rochester, &c., where their respective Boards of Education prescribe the books which shall be used in each of the Common Schools within their respective jurisdictions. The principle of the system of uniformity of books in Schools is not so much that one set of books should be used in a State, but that only one set of books should be used in one School, and, next, that only one set of books should be used in a District or City. The first object to be aimed at is, the use of but one set of books in one School. Let the District Superintendent and Teachers use every means to convince the Trustees of Schools that such is their interest, and the interest of those on whose behalf they act, and one of the most important improvements in our Schools will be effected. The value of the Teacher's time to his employers will be doubled ; the progress of the pupils will be proportionably advanced ; and the most repulsive part of a School-master's toils will be succeeded by a comparatively pleasurable and successful labour. But reasoning and persuasion are the appropriate means of attaining this great public object. *Education was never yet promoted by harsh means*, and least of all in respect to the subject on which I am now remarking. Besides, the Government, as much as the people—and even more—has left to chance the selection and supply of School books,—(a provision for which ought to have been co-existent with our Common School Law,)—and the same reasons, affectionately and earnestly pressed, which have induced the Government to adopt so essential an improvement, will induce the Trustees and their constituents to share the advantages of it."

School Moneys which come into his hands, I would respectfully recommend that the Council appoint, at its first Session of each year, an Auditing Committee, to audit the accounts of the District Superintendent for the preceding year. The District Superintendent's accounts, approved of by such Committee, will be satisfactory to this Department. This method of accounting for the expenditure of the District School Fund will, it appears to me, be much more satisfactory to all parties, than transmitting to the Chief Superintendent of Schools, or to the Inspector General, hundreds of School Teachers' receipts,—of the reality of which no opinion can be formed, except from the honorable character of the person sending them.

[Hardships of Trustees—the great and true Principle of Universal Education—Supporting Common Schools according to Property.]

7. There is one more subject, and that of the most vital importance, to which I earnestly crave the most serious consideration of the Council. It is the relief which it is in the power of the Council to afford to Trustees in the discharge of their onerous duties, and the blessings it is in its power to confer upon the entire youth of its District. The position of Trustees is painful, if not anomalous. It is true, they have much more power, and are placed in a much better position, under the present School Act, than they have been heretofore. But still the power given to other elective corporations is not yet fully accorded to School Trustees. The constituents of a county are all involved in the responsibility of the acts of their representative; the inhabitants of a City or a Town are all liable for the acts of their respective corporations. Why should not all the inhabitants of a School Section be equally liable for the acts of their Trustee Corporation? Why should all the household inhabitants of a School Section have a voice in electing the members of the Trustee Corporation for such Section, and yet none of those electors be liable for the acts of their Representatives except such as might think proper to send children to the School? Is this just to the persons elected—to impose upon them positive duties and yet allow them only *contingent* resources to perform those duties? Is it equitable between man and man, that three individuals should be elected by all the household inhabitants of a School Section, and compelled under a penalty to act without remuneration for time and trouble,—censured if they do not provide a good School House, good School Teacher, and a good School—but denied the united resources of their constituents to fulfil such engagements, and realize such expectations, and left to individual option for means to accomplish the whole! Under such circumstances, it is not surprising that many of the most competent men, after repeated trials, perplexities and disappointments, would sooner pay heavy penalties than be School Trustees. In order that Trustees may perform their duties and fulfil their engagements with satisfaction to themselves, and benefit to the public,

their resources ought not to be more limited or less certain than the suffrages by which they have been elected. The right to elect managers of the School, ought not to be severed from the obligation to support the School. There should be like responsibility where there is like power. If all the inhabitants of a School Section elect Trustees, all the inhabitants should be liable for what the Trustees in behalf of such inhabitants agree to pay. Such is the conclusion deduced from the nature of the relation subsisting between Trustees and their constituents, and such is the conclusion suggested by analogy. Impressed with its justice, and the general importance of its application to our Schools, I have endeavoured, for the last two years, to get Trustees invested with the authority which this conclusion involves. The principle has been sanctioned by the Legislature as the basis of our Common School System in Cities and Towns; and Municipal Councils are invested with authority by the amended School Act to apply the same principle to the Districts at large or to any Section of them.

To evince the defects of the past and present system of *School Rate Bills*, the great hardships to which they subject Trustees, and the importance and advantages of exercising the powers with which the Municipal Council is invested for the support of Common Schools, I think it may be useful to lay before the Council what has been submitted to and sanctioned by Government on this most important subject. When, in obedience to the command of the late Governor General, EARL CATHCART, the original draft of the present Common School Act was submitted to His Excellency in Council, it was proposed, as the *sixth* division of the 27th Section, in defining the manner in which Trustees should impose a Rate Bill, that they should "fix the Rate Bill per quarter, and cause it to be made upon all the inhabitants of each School Section according to the valuation of property, as expressed in the Township Collector's Roll, who shall allow any one of the Trustees or their authorised Collector, of each School Section in his Township, Town, or City, to make a copy of said Roll so far as it relates to such School Section respectively."

This clause was lost in the House of Assembly, in consequence of which there is a want of clearness and precision in the Act as to the manner of imposing Rate Bills. The reasons given for the introduction of this clause, in observations accompanying the original draft of the Bill, and dated 3rd March, 1846, are as follows :—

"The next important change which I propose is, that the Rate-bill imposed by the Trustees of each School Section shall be levied upon the inhabitants of such section generally, according to property : It is the inhabitants generally who elect the Trustees; it is for the inhabitants generally that the grant is made; and the same principle ought, I think, to be acted upon throughout the system—all having a right to avail themselves of the School. I need not say how just and patriotic is this principle; how important it is for the poor, and especially those (as is often the case,) who have large families;

how much it would lighten the burthen of supporting the Schools: how greatly it would increase the attendance of pupils and consequently the blessings of education; and how strictly then would our Common Schools be public Schools. I may observe that this system obtains in the State of Massachusetts, where there are the best Common Schools in the United States.*

"On the other hand the evils of the present system of School Rate-bill have been brought under my notice from the most populous Townships, and by the most experienced educationists in Canada. When it is apprehended that the Rate-bill will be high, many will not send their children to the School at all; then there is no School, or else a few give enough to pay the Teacher three months, including the Government grant; or even after the School is commenced, if it be found that the School is not so large as had been anticipated, and that those who send will consequently be required to pay more than they had expected, parents will begin to take their children from School in order to escape the Rate-bill, as persons would flee from a falling house. The consequence is, that the School is either broken up, or the whole burthen of paying the Teacher falls upon the Trustees, and often a quarrel ensues between them and the Teacher. I have been assured by the most experienced and judicious men, that it is impossible to have good Schools under the present system of Rate-bills. I think the substitute I propose will remedy the evil. I know of none who will object to it but the rich, and the childless, and the selfish. Education is a public good; ignorance is a public evil. What affects the public ought to be binding upon each individual composing it. In every good government, and in every good system, the interests of the whole society are obligatory upon each member of it."

On the 27th of March, 1847, when submitting to the Governor-General in Council the original Draft of the amended School Act, I again brought this vital part of our School system under consideration in the following words, the quoting of which at length will be justified by the vast importance of the subject:—

"The Ninth and Tenth Sections embody an important principle which lies at the very foundation of a sound system of public instruction, and which is essential to the universal education of any country—it is the principle of School Rate-bill, as well as School Assessment, according to property, both in town and country. In my communication of the 3rd of March last, I dwelt at some length on the importance of this principle, and referred to the testimonies of experienced educationists in different parts of Upper Canada as to the impossibility of ever having good Schools, much less rendering them accessible to all the youth of the land, under the past and present system of School Rate-bill—a system which has never been admitted in the State of Massachusetts, where Common School education is nearly, if not quite, universal among the poorest classes of the community. The principle embodied in the ninth and tenth Sections of the accompanying Draft of Bill was embodied in the original Draft of the Common School Act—was sanctioned by the late Governor-General in Council, and was advocated in the House of Assembly by the Honourable Attorney-General Draper; but the proposition being new, and being apparently misunderstood by some, and coming in contact with wealthy selfishness, was lost by a small majority. But since the last Session of the Legislature, several District Councils have expressed themselves in favour of this principle, and the subject has repeatedly been brought before me by Trustees. The principle of School-rate according to property is recognized and acted

* It has latterly been introduced into several parts of other States, and is extending from year to year.

upon in respect to Assessments imposed by each District Council for the raising of a moiety of the School Fund, and for the erection of School Houses; but in the practical part of the School system, where the operation of the principle is most important, it does not obtain. All that is done by the District Council will answer no practical purpose, if the Trustees do not furnish and keep the School House comfortable, and employ a proper Teacher, and provide for the payment of his salary. This the Trustees cannot do, as a general rule, as long as they are thrown upon chance and caprice and selfishness for the resources necessary to fulfil and satisfy their engagements.

"The circumstances of Trustees, as the law now stands, are as follows:—They can seldom engage a competent Teacher without agreeing to pay him a stipulated salary, and generally by the year. Very few good Teachers will agree to depend upon the chance fees of tuition arising from the chance attendance of pupils, for the principal or a large part of their salaries. But upon such chances either the Teacher must depend for the chief part of his means of support, or the Trustees must depend for the chief part of the means necessary to enable them to pay the Teacher and support the School; for they have no resource but voluntary subscription or Rate-bill upon the parents who may please—and only as they may please—to send their children to the School. Thus Trustees, in order to establish and maintain a good School, must agree to pay a stipulated sum per quarter, or per year; but they have no certain resources beyond their own private means to rely upon to enable them to pay the sum stipulated.

"That the resources arising from the imposition of rate-bills upon parents voluntarily sending their children to the School are insufficient, and that this system is detrimental to the interests of the Schools and of the youth of the community, will be obvious from the following considerations, which have been repeatedly brought before me as *facts* in the form of complaints and applications for counsel and advice:—When it is known that a considerable sum will be required to repair the School House and make it comfortable, parents, in many instances, desist from sending their children until after the completion of the repairs, so as to avoid being rated for the payment of them. One of the evils attending such a proceeding is, that the children of such parents are deprived of a quarter's instruction in the School. Another evil is, that the refusal of some parents to bear a part of the expense of repairing and furnishing the School House imposes a heavier burden upon those who do send to the School, and sometimes prevents so many others, that the Trustees are compelled either to leave the House unrepaired, and continue to occupy it when utterly unfit for use, or resort to voluntary subscription to get means to make the most needful of such repairs. To avoid these inconveniences and evils, Trustees have, in numerous instances, applied to their District Council to exercise the powers conferred upon it by the Common School Act, to impose an Assessment upon their Sections for School-house repairs and furniture; and I have advised them to do so. This, however, is an exceedingly inconvenient and round about proceeding to obtain the application of the principle which is embodied in the ninth and tenth Sections of the annexed draft of Bill.

"But another consideration, evincing the evil of the present system of School rate-bill is, its pernicious influence upon the School after its establishment. It involves a present pecuniary inducement to every parent to keep his children from the School. Many parents in narrow circumstances are influenced by this motive, and desist from educating their children; indeed, I have been informed of numerous instances of poor men with large families being compelled to do so. Again, many parents possessing ample means to educate their children are indifferent in respect to it. Not having had the advantages of early education themselves, they think their children can do as they have done. A slight pecuniary inducement will, therefore, prevent them from sending their children to the School. These same considerations will also induce many parents to withdraw their children from the School, on slight grounds of offence or inconvenience. The withdrawal of every pupil from the School involves the necessity of

imposing an additional amount of rate-bills upon those who continue to send their children to the School, and furnishes, therefore, an additional inducement to them to remove their children also. And towards the close of the year or term of the Teacher's engagement, if it be found or apprehended that the rate-bill must be increased in order to pay his salary, many parents remove their children from the School. Others take the alarm; and I have been informed of instances in which the School has been nearly abandoned, and the Trustees have been involved in the most painful embarrassment. Then the Trustees, perhaps, blame the Teacher for this diminution in the attendance at the School, and refuse to pay him his stipulated wages. I have been appealed to on several occasions to settle disputes arising out of such circumstances. To anticipate and prevent these difficulties, as far as possible, Trustees have, in some instances, before engaging a Teacher, gone about among their neighbours with a view of getting them voluntarily to subscribe a sufficient amount to pay his salary. In some instances they have partially succeeded; in other instances they have been able to induce but a few to join with them in such an obligation. But, in many instances, the employment of inferior Teachers, upon terms such as a competent Teacher would not agree to, has been the result.—Now, the whole tendency of such a system is as pernicious to the feelings, views, and mental habits of all parties concerned, as it is fatal to the character and interests of the Common Schools.

“Of the effect of this unpatriotic system upon the aggregate attendance of children at our Common Schools, some opinion may be formed from the fact, that the average number of children taught in them is *rather more than fifty per cent. less than in a neighbouring State*, where the principle of rate-bill according to property—instead of according to attendance—obtains. To leave children uneducated is to train up thieves and incendiaries and murderers; and it is the interest and duty of both the Government and every honest member of the community, to aid in the prevention, as well as punishment, of crimes and their kindred vices. For the Government, or Province, with resources at command, to refuse or neglect to afford means of subsistence to starving and famishing multitudes, would be justly regarded as a public crime and disgrace. But, is it a less crime, and a lighter disgrace, to subject by neglect hundreds and thousands to intellectual starvation and the pestilence of crime and misery which follow in its train? Yet, at the present time, *more than one-half of the children of Upper Canada, of School age, are not in attendance at any School!* But place the poor man on a level with the rich man in the divinely ordained means of such instruction for his children as will *qualify and dispose* them for their duties in the social system; let the poor man feel that by paying his penny of School assessment, his children have as good a right to the School as those of his wealthy neighbour who pays his thirty shillings, and how many will be seen crowding to the School of knowledge and virtue from that very class of the community from which our gaols and prisons are now filled. Compel the untutored and misguided parent to pay his quota for the actual operations of the School, and a door of instruction will be opened to his children which, otherwise, parental ignorance and selfishness would shut against them; and their natural rights and best interests will thus be protected and secured during the period of their childhood and helplessness, and they will not grow up barbarians and nuisances in the community. Require every man to pay for a necessary Common School education according to the property which he has acquired and enjoys in the Country, and you lighten the burthen of supporting the Common Schools from those parents who are educating their families; you remove the strongest temptation to keeping children from the School, and furnish every parent with an additional and direct inducement to send his children to the School; you remove all contention between parents and Trustees and Teachers, on account of the present system of Rate Bills and subscriptions according to attendance; you relieve Trustees of the most perplexing part of their duties, and place both them and the Teacher in a position more agreeable and more efficient in regard to the character and interests of the School; you provide means for obtaining better and more regular salaries for

School Teachers, and at less expense to each of the parents now sending children to the Common School, and thus insure a better class of Teachers; you open the School House door to every child in the land, and thus lay the foundation for a virtuous, intelligent, and prosperous community.

“Such are the objects contemplated by the *Ninth* and *Tenth* Sections of the accompanying Draft of Bill; and, should they become law, I most truly believe that they will produce a greater improvement in the Common Schools and in the diffusion of Common School education than any educational enactment which has yet taken place in this Province. In connexion with the influence of our Divine Christianity, I can conceive of no greater blessing to coming generations of Canada than the incorporation into our School law of the principle which I here advocate, and which is thus summarily expressed by the Massachusetts Board of Education in their Annual Report for 1845: ‘The cardinal principle, which lies at the foundation of our educational system, is, that *all the children of the State shall be educated by the State*. As our Government was founded upon the virtue and intelligence of the people, it was rightly concluded by its framers that, without a wise educational system, the Government itself could not stand; and in ordaining that the expenses of educating the people should be defrayed by the people at large, without reference to the particular benefit of individuals, it was considered that those, who, perhaps, without any children of their own, nevertheless would still be compelled to pay a large tax, would receive an ample equivalent in the protection of their persons and in the security of their property.’”

Such, Sir, I conceive to be the true theory and the vital principle of national education—a principle which, however new in its full application in this Province, lies at the foundation of the systems of popular education in the best educated countries of both Europe and America, and is obtaining in Cities, Towns, and States where the old and partial system has heretofore prevailed. The Legislature has not thought it advisable to confer the power of applying this principle upon *School Trustees* of either Town or Country, but has *invested District and Town Councils with the power of applying it to both Town and Country*. The eighth Section of the amended School Act provides, “That it may and shall be lawful for the Council of any City, and the Board of Police of any Incorporated Town, and the *Municipal Council of any District* in Upper Canada, to impose, from time to time, such assessment upon the inhabitants of *all or any* School Districts, *Sections* or *Divisions* within their respective jurisdictions, over and above the assessment which they are now authorised by law to impose, as such Council, Board of Police, or *Municipal Council shall judge expedient*, for the purchasing or procuring School Sites, the erecting, repairing, renting or furnishing of School Houses, *the payment of Teachers, and for Common School purposes generally*: any thing in any law or statute to the contrary notwithstanding.”—It is therefore in the power of the inhabitants of each District in Upper Canada, through their local representatives, to have such Schools as they desire, and supported in the most patriotic, the most equitable, the most efficient, and the least burthensome manner. The Municipal Council can thus provide for the salaries of all the School Teachers within its jurisdiction, according to an estimate

which may be made, or for the salaries of the Teachers of individual Sections, on the petition of the Trustees of such Sections. The greater efficiency and usefulness of the Schools in Sections where the principle is applied will soon influence other Sections ; and I have no doubt that the application of it will become general as soon as it is generally understood ; and the more extensively this principle is applied, the more simple as well as the more efficient and beneficial will our whole School System become.

I have the honor to be,

Sir,

Your most obedient servant,

EGERTON RYERSON.

SYSTEM OF SCHOOLS FOR CITIES AND INCORPORATED TOWNS IN UPPER CANADA.

(Circular from the Chief Superintendent of Schools to the Heads of City and Town Corporations.)

EDUCATION OFFICE, Toronto, 15th January, 1848.

SIR,

The Act, 10th and 11th Vic. cap. 19, (intituled "An Act for amending the Common School Act of Upper Canada,") designed to establish a better system of Schools in Cities and Incorporated Towns in Upper Canada, comes into full operation at the commencement of the current year ; and with the view of promoting its objects, I deem it my duty to explain through you to the Corporation over which you preside, and to the Board of Trustees which you may have appointed, and over which you also preside, the origin and design of that Act, and offer some suggestions as to the manner in which it may be most beneficially carried into effect.

[The necessity and general objects of this Act.]

I know not that I can better explain the design of that Act, or better evince its necessity, than by quoting the introductory part of the explanatory observations which accompanied the original draft of the Bill, when it was submitted to the consideration of the Governor-General in Council. These observations, dated 27th March, 1847, and addressed to the Secretary of the Province, are as follows :—

"SIR,—I have the honour to submit to the favourable consideration of His Excellency the Governor-General in Council, a Legislative measure for the better establishment and maintenance of Common Schools in Cities and Incorporated Towns in Upper Canada, and for remedying some defects which are

found to exist in the Common School Act for Upper Canada, 9th Vic., cap. xx, in consequence of changes to which it was unfortunately subjected while under the consideration of the Legislature.

"With a view to accomplish these objects I have prepared the annexed Draft of a Bill, which, in connexion with such explanatory observations as appear to me to be necessary, I beg most respectfully to lay before His Excellency in Council.

"In my communication of the 3rd March, 1846, accompanying the Draft of a School Bill for Upper Canada, I observed that our Common School Law had been chiefly borrowed from the State of New-York. I beg now to add, that it is a modification of the School Law of that State in respect to *Counties*—analogous to our *Districts*—but not of the New-York State School Law in respect to *Cities* and large *Towns*; for the School interests of which local and special Acts have been passed by the State Legislature. But, as our own Town and City Schools had been conducted under the General School Act, I thought it not advisable last year to submit two Educational measures for Executive deliberation and Legislative discussion at the same time;—that it was preferable to amend, as far as practicable, the School Law for Western Canada at large, and afterwards to introduce a distinct measure for the improvement of Schools in *Cities* and *Incorporated Towns*.

"It is not necessary for me to reiterate in this place the general principles which I laid down in my communication of the 3rd March last, as essential to a proper system of public instruction. Taking those principles for granted, I will confine myself to a simple statement of the necessity of a measure such as I have the honour to submit, and to an explanation of its principal provisions.

"1. The same reasons which justify the Incorporation of *Cities* and *Towns* for the more efficient management of their local affairs, and the promotion of their local interests generally, require a like incorporation of their public School system for the best interests of the rising generation. The practical knowledge and vigilance of a local corporation are, if possible, even more needful for the interests of Common Schools, than for the other interests of *Towns* and *Cities*. I think, therefore, that the School affairs of *Cities* and *Towns* ought not to be left in the hands of District Municipal Councils, but ought to be placed in the hands of the Corporation of each City and the Board of Police of each Incorporated Town.

"2. The peculiar circumstances and wants of *Cities* and *Towns* appear to me to demand this modification of our School System. In rural Districts the population is sparse; in *Cities* and *Towns* it is dense. A single School Section in a rural District embraces as many square miles as an entire Town or City. The boundaries of a rural School Section are usually the estimated distance which children can travel daily to and from the School. It also requires, as a general rule, the united influence and resources of the inhabitants residing within the boundaries of a rural School Section to support the School. There can thus be but one School within such boundaries. In rural districts, therefore, as there can be but one School in each Section, there can be no gradation of Schools—there can be only mixed Schools, and those of one kind—such as each rural Section, separately and independently, can establish and support. But the case is widely different with *Cities* and *Towns*. Upon a plot of ground not greater than that of a rural School Section, there is a population requiring and capable of supporting a dozen Common Schools, aside

from Schools of a higher order. According to the present system, the city or town would be geographically divided into a given number of School Sections, the inhabitants of each of which would elect three Trustees, and have a Common School unconnected with any other, and supported wholly by local interest. As in rural districts, there is but one kind of Schools—and that such as is adapted to the youngest class of pupils—so, under the present system, there can be no gradation of Schools in a city or town any more than in the country. Thus the educational wants of Towns and Cities are but partially supplied. Schools of an inferior description are more numerous than is necessary, and Schools of a higher order are altogether wanting—except as they may, in some instances, be established and supported by private enterprise. But private Schools are too expensive for a large class of the inhabitants of cities and towns; nor should the children of this large class of our fellow-citizens be deprived of a good English education on account of the poverty of their parents, or be abandoned to the hazard of private enterprise.

“Now, the proximity of the inhabitants to each other, in cities and towns, supersedes the necessity of the geographical division of a city or town into small sections—unless to a limited extent in regard to Schools for very young children. To provide for the educational wants of cities and towns, there should be *gradation*, and therefore a *system* of Schools; Primary Schools for children from 5 to 8 years of age;—a proportionable number of intermediate Schools for children, say from 8 to 11 years of age; and one or more English High Schools, teaching the higher branches of a thorough mercantile education. Children at the proper age, and when sufficiently advanced, should be removed and promoted from the primary to the intermediate Schools, where they could receive a useful Common School education; and then those whose parents could afford to give them a more thorough education, should be transferred to the High Schools. Of course the School Houses should be erected, *or different apartments in the same House provided*, and Teachers employed, appropriate to the objects and character of each of these Schools. The number of Schools thus classified which might be necessary to supply the educational wants of our Cities and Towns, would be less than that now established in them, and would be supported at not greater expense.

“But such a system of Schools in a City or Town involves one system of management, and, therefore, one authority. Hence, in any City or Town where such a system of Schools exists, there is but one Board of Trustees or Commissioners for the management of Common Schools. This is the case not only in the best educated Cities of Germany, but also in the chief Cities of the neighbouring States—such as Boston, New York, Albany, Rochester, Buffalo, &c. In each of these Cities there is but one Board of Trustees, or Commissioners of Common Schools; and in most of them the members of such Boards are appointed by the Corporations—one-third of the members thus appointed or chosen retiring from office annually, and their places filled by the Corporations concerned.

[*The general Provisions of this Act.*]

“Such is the principle of the measure which I have the honour to submit, in respect to the Cities and Incorporated Towns in Upper Canada; and such is the design of the Bill—a Draft of which is herewith transmitted, and on the leading provisions of which I beg now to offer some explanatory remarks.

"The *First* Section provides for the erection of each City and Incorporated Town in Upper Canada into a Municipal District for Common School purposes.

"The *Second* Section provides for the appointment and succession of the members of a Board of Trustees for each City and Incorporated Town aforesaid.

"The *Third* Section provides for the payment of School moneys into the hands of the Chamberlain or Treasurer of each City or Town, subject to the orders of the Board of Trustees.

"The *Fourth* Section provides for the vesting of the Common School property of each City and Town in the hands of the Corporation of such City, and the Board of Police of such Incorporated Town to be managed by the Board of Trustees appointed as aforesaid.

"The *Fifth* Section prescribes the several duties and obligations of such Board of Trustees, in harmony with the Common School Act, 9th Vic., cap. xx.

"The *Sixth* Section makes a similar provision in respect to the Teachers employed by such Board.

"The *Seventh* Section provides for the Visitors of Common Schools in each City and Town—not including Magistrates, who are too numerous in Cities and Towns to be authorised to act as School Visitors; and the Aldermen in Cities and the Members of the Board of Police in Towns, with the resident Clergy, will form an ample corps of School Visitors.

"The *Eighth* Section invests the Municipal Authorities of Cities, Towns, and Districts with discretionary power to raise money, by assessment, for Common School purposes generally, including the purchasing of School sites, the erection of School Houses, the Salaries of Teachers, &c."

[*The Principle of Supporting Schools in Cities and Towns.*]

The above extract supersedes the necessity of any further remarks on the general character and objects of the School Act in question. I beg, however, to invite particular attention to the *principle on which this Act provides for the support of Schools in Cities and Towns*. It will be seen that the eighth Section of the Act provides for the support of Schools in Cities and Towns by *assessment*, imposed by the *Corporation* upon the inhabitants generally. According to this provision, the Common Schools in each City and Town will be supported by each inhabitant, according to his property, whether he send children to the School or not. Thus the children of the poor man who pays his assessment of a few pence will have equal access to the means of Education with those of the rich man who pays his assessment of twenty shillings; and thus, for the first time in the history of our country, will the School education of the poorest classes be provided for in Cities and Towns. This is one of the most noble and patriotic measures that ever received the sanction of the Canadian Legislature. It is to this provision that the City of Boston owes the superiority and excellence of its public Schools and the sound education of its poorest citizens; an example which has been followed by the principal Cities and Towns in the New-England States, as also by New-York, Roches-

ter, Buffalo, Detroit, &c. I will not here discuss and illustrate the importance of this provision, as I have done so in a Circular addressed to Wardens of Districts ; and to the part of that Circular which relates to the principle of supporting Common Schools, according to property, I respectfully solicit your earnest attention. It will be found in the first number of the *Journal of Education for Upper Canada*.

[*Mode of Imposing School Assessment.*]

As to the manner of imposing the School Assessment, I take the liberty of suggesting whether it will not be best to include it in the general assessment for each City and Town, though perhaps set down in a separate column. The amount which each Corporation may determine, on the estimate and report of the Board of Trustees, to expend during the year for the support of Schools within its jurisdiction, can be advanced in quarterly instalments out of the general funds of each City or Town, and the trouble, and expense, and annoyance of frequent calls upon the inhabitants will be avoided. I think, however, that the expenses connected with the School Houses should be provided for by a special and separate assessment.

[*Little has yet been done in Cities and Towns in Upper Canada for Common Schools.*]

In respect to what has been done for Common School Education in Cities and Towns in Canada, and in Cities and Towns similarly situated in a neighbouring Country, I may remark that, while the amount of the Legislative grant in Upper Canada exceeds, on an average per child, that which is given in the neighbouring States, the amount per child raised by local exertions in Canada falls short of that which is raised by our neighbours by from one hundred to four hundred per cent. The statistics of what is here intimated will be given in an early number of the *Journal of Education for Upper Canada*. It remains for each City and Town Corporation to say whether this state of things, to the disgrace of our Cities and Towns, to the wronging of their youthful population, and to the injury of our common country, shall be perpetuated or not.

[*The importance of a judicious selection of a Board of Trustees.*]

As all the Common Schools in each City and Town are placed under the direction and management of a Board of Trustees, the selection of the members of that Board is a matter of the greatest importance. The character and efficiency of the Schools in each City and Town, and the interests of the mass of the rising generation, are involved in it. While, therefore, a due regard should be had to the various religious persuasions, the Board of Trustees in each City and Town ought to consist of men who thoroughly understand its intellectual wants, are deeply interested in providing for them, and competent to devise and superintend the system adapted to that great object.

[*The number, locality, and kind of Schools in each City or Town.*]

The first subject which will demand the careful consideration of the Board of Trustees in each City and Town, is the number and description of Schools required for the English Education of its youth. The local section system has tended to multiply unnecessarily the number of Schools in Cities and Towns, and to render them proportionably feeble and burdensome. Looking into the School Statistics of Cities and Towns which are considered well provided with Schools, I find one School for every 300 to 500 children of School age—giving a daily average attendance from one-half to two-thirds of that number. But in each such School there are three or four departments, and as many Teachers or Assistants. In many instances the School Houses are so constructed as to accommodate from 500 to 1000 children ;—each School under the immediate management of a Head Master or Director, and several Assistants—chiefly females, who are generally considered best adapted both for the instruction and government of small children. In some of our more compact Towns, one such School might be sufficient for the whole town. In most cases this will probably be found impracticable. It will, of course, be so in all cases until proper Houses and Premises are provided. In the erection or procuring and furnishing of School Houses,—such as are referred to above—special care should be taken to provide for the *primary*, the *secondary*, and *senior* departments of the Common School—not including the English High School, alluded to in the former part of this communication. I would not intimate an opinion that the School buildings necessary for a City or Town should or could be erected at once. To do so would impose too heavy a burden upon the inhabitants. It must be the work of years. One or two good buildings might be erected annually by each Corporation until the completion of the requisite number. The number of children in the primary department of a School, as compared with the number in the senior department, is, on an average, as three to one. Provision must be made for their accommodation accordingly. The sittings or apartments for the two sexes, as well their recreations, should be separate, and their recitations also, except in the primary department, and there too when practicable.

[*The number of Teachers required.*]

As to the number of Teachers required, one is usually employed for every fifty pupils. This supposes the *classification* of pupils ; which requires the adoption of an uniform series of text-books. The number of classes may thus be reduced, and the number of pupils in each class will be increased ;—rendering the exercises more animated and interesting, and giving the Teacher proportionally more time for thorough teaching in each subject of instruction. Each School, with 150 or 250 pupils, should have a Principal or Head Master, and two or three male or female assistants—the Principal

exercising discipline over the whole School, and visiting and hearing all the classes in turn.

[*The Text-Books for the Schools.*]

In respect to the Books to be used in the Schools, I have no doubt that every Corporation and Board of Trustees will concur in the recommendation of the Board of Education for Upper Canada in the use of the series of National School Books. As I have recently had the pleasure of presenting each Municipal Council and City Corporation with a complete series of those Books, together with the Reports, Forms of School Registers, &c., prepared and sanctioned by the National Board, they can be examined by the Board of Trustees in every incorporated Town in Upper Canada; and the Forms of daily, weekly, and monthly registers will be found as simple and complete, as the books are cheap and excellent.

[*Some general Regulations suggested.*]

In this system of *free Schools*, each Board will be able to establish its own system of School *discipline*; and on the efficiency of that the character and success of the Schools essentially depend. The Board will of course determine the age at which pupils will be admitted in each kind or class of Schools, or in each department of a School comprising more than one department; the particular School which pupils in the different localities of a City or Town shall attend; the conditions of admission and continuance in each School; the subjects of instruction and the books to be used in each School and in each department; as also the days and hours of instruction, and the regulations for the whole internal management of the Schools under its care. The *steady* and *punctual* attendance of pupils at the Schools is a primary and essential object to be secured in a system of free Schools. With a view to this it has been provided, by Boards of Education or Trustees in some Cities and Towns where this system has been established, that any pupil neglecting to attend his or her School for three days in any month, without excuse in writing satisfactory to the Committee, shall be excluded from the School for the remainder of the quarter; that pupils not being in School within fifteen minutes of the regular time for opening shall be marked *tardy*; for a repetition of the offence, without good excuse, they may be, temporarily, suspended from the School by the Teacher; and for a continuance of the offence, after one suspension, they may be expelled for the quarter. In order to secure the attendance at School of the children of the poor, Corporations of some Cities and Towns in the United States have recommended and enacted, as far as they have authority, that no assistance be given to pauper parents whose children do not regularly attend School; nor to pauper children not attending School.

[Division of Labour in the Board of Trustees.]

The number, character, and locality of the Schools having been determined ; as also the number, character, and salaries of Teachers to be employed, the Books to be used, and the general regulations required ; it is a matter worthy of the consideration of the Board of Trustees in each City and Town, whether the efficient performance of their duties will not be greatly facilitated by a *division* of labour. The Act expressly provides for the appointment of a Committee of three for the special care of each School. But besides this, would it not be advantageous for the Board to appoint two Committees, (besides the Auditing Committee,) each consisting of two or three of its own members and the City or Town Superintendent of Schools ; it being the duty of the City or Town Superintendent, among other things, to see carried into effect what the Board or its Committees might determine or recommend. The first, a Committee on School Houses ; the second, a Committee on Teachers and School Books and Schools. Should the Board think proper to make such a division of its labours, the duty of the *Committee on School Houses* would be to provide School Houses or School Rooms, for Schools established by the Board ; to see that such houses or rooms are kept in repair, properly furnished, and provided with stoves and fuel, or other means of warming, and that they are kept clean and neat, as well as the yards connected with them. The *Committee on School Teachers and School Books and Schools*, (of which Committee the City or Town Superintendent would of course be one) should examine and recommend the Teachers to be employed, and the books to be used ; to see that the books selected by the Board are used in all the Schools, and to supply books to those pupils whose Parents or Guardians are found on inquiry to be utterly unable to procure them ; to see that the Teachers comply with the regulations required by law and made by the Board, and that the School registers are duly kept ; to regulate the admission and distribution of pupils among the different Schools of the City or Town, as may have been directed by the Board ; to visit each School at least once in each month, or as much oftener as they, or any one of them, shall see fit, without previous notice of such visit ; in short, to do everything that will contribute to the efficiency of instruction and discipline in the Schools.

[Inspection of Schools.]

The experience of Educationists, in both Europe and America, attests that *frequent and thorough inspection* is an essential element in an efficient system of Schools. The National Board of Education for Ireland requires *weekly* reports from its School Inspectors. It will contribute, I have no doubt, very greatly to the interests of the Schools in each City or Town, if the Board can provide that the City or Town Superintendent visit each School once a-week,

and to report minutely to the Board once a-month. The subjects and forms of Inspectors' Reports are contained in the publications of the National Board of Education for Ireland (copies of which I have presented to each District and City Council) and will afford some useful hints for a thorough system of inspection in our Town and City Schools.

[Attendance of Teachers at the Provincial Normal and Model Schools.]

If the Board of Trustees in each City and Town should recommend, and the Corporation of such City or Town would sanction and provide for the attendance, a short time, of one or more of their principal Teachers at the Normal and Model School for Upper Canada, where they would receive instruction and witness examples in the best methods of teaching and organizing Schools, I am satisfied the result would amply compensate any City or Town so doing in the improvement and efficiency of its Schools. It is impossible to contrast the character and condition of Common Schools in Cities and Towns with that of Common Schools in Cities and Towns in other countries—not exceeding our own in resources—without feeling the imperative duty and necessity of making great additional efforts for the diffusion of sound education and useful knowledge among the rising generation of these radiating centres of our country's population.

Sir, I have made the foregoing observations and suggestions with no view to dictate, or offer speculations of my own on the important subjects to which they refer; but in order to elucidate the design and importance of the new School Act for Cities and Towns, and to embody as briefly as possible what I find to be the practice of the School authorities of Cities and Towns in which a similar law has been for years in successful and most beneficial operation. If the hints contained in this Circular shall in any degree facilitate the administration of this Act and contribute to improve the Common Schools in our Cities and Towns, my object in preparing it will have been accomplished.

I have the honour to be,

SIR,

Your most obedient Servant,

EGERTON RYERSON.

THE COMMON SCHOOL FUND AND ITS EXPENDITURE.

This Fund consists of two sums in each District—the one granted by the Legislature, the other, at least equal to the former, raised by Municipal assessment. The principle of uniting governmental with local effort,—of making the one conditional upon the other—is acted upon in Great Britain, France, the free States of Germany, and the several States of the neighbouring republic. We know of no free country in which local assessment is superseded in regard to Common Schools. It seems to be regarded by the best educated and most experienced countries as an essential means of keeping alive, in the public mind at large, a due sense of the value of Schools, and a proper interest in general education. In the State of Massachusetts there was no Common School Fund whatever until since 1834. The Common Schools in that State were altogether supported by local taxation; and towns or townships were subject to a fine, by the authority of the State, if they had not a School of a certain rank and character prescribed by law so many months in the year for every so many families. In the State of New York the Common School Fund—though large—is small in comparison of the amount annually raised by local efforts for the support of Common Schools. The same remark is applicable to the new Western States. It is not the Fund,—it is the enlightened, active, energetic public opinion which dots the land with School Houses, and blesses it with Schools; and the frequent contributions for the support and promotion of education, as of religion, tends to deepen the conviction of its importance, and to strengthen the desire for its advancement. The simple fact is, that if the country be educated, it must provide the means for education. The best method of providing the means is a wide question of political and social economy. Hitherto Upper Canada—after the example of other countries—has adopted the method of combining general with local annual efforts for the support of Common Schools; and the present School law provides that every farthing of the School Fund thus created shall be expended for one object—and for one object only—the salaries of legally qualified Teachers.

We have seen statements to the effect, that a considerable part of the Common School Fund is absorbed by the salaries of Superintendents. This is an entire mistake in regard both to the Chief and the District Superintendents. The salary of the Chief Superintendent is no more paid out of the School Fund than that of any Judge or Civil Officer in the Province; and the law provides for the incidental expenses of his office like those of other public offices; and provides also for the salary of each District Superintendent independent of the School Fund for such District. The School Fund in each District *must* consist annually of twice the amount of the annual Legislative Grant apportioned to that District; *that* amount, without any deduction, *must* be distributed to Townships and School Sections *towards the payment of Teachers' Salaries*. The salary of the District Superintendent, therefore, *must* be provided for, *in addition* to the required District School Fund.

It was different under the late Common School Act. In some Districts both the District and Township Superintendents were paid out of the School Fund—though in other Districts it was otherwise; but the present School Act was carefully constructed with a view of making the *whole management* of the School system independent of the School Fund—so that all parties aided by that Fund might feel that whatever should be done by the District or

Provincial Superintendent would be an additional help, and not a burthen upon them. And all the copies of School Acts, Reports, Forms and Regulations, Blank Reports, &c.,—any more than the salaries of Superintendents—have not deducted a penny from the School Fund. The expenditure of the School Fund is accounted for in detail in the Annual Reports of the Chief Superintendent; and those reports show that every sixpence of it has been applied to the one object prescribed by law—the payment of *Teachers' Salaries*.

THE COMMON SCHOOL LAWS OF UPPER CANADA.

On no subject is it more easy to speculate, and on no subject is it more difficult to legislate, than on that of Common Schools. A law designed not only for the people at large, but to be administered by themselves, and not by learned Judges, may be easily talked about, but not so easily produced. For example, it is easy for a person to say that the duties of School Trustees are too numerous and intricate; but it would be difficult for a person to point out which one of those duties could be dispensed with and one of our Common Schools carried on, and the public money received in aid of it accounted for; or how the *forms* prepared to assist in the performance of those necessary duties could be made more simple and yet sufficient for the purposes required. It is very easy for a person to say that the machinery of the law is cumbrous—though less so than under the late Act; but it is not so easy to show which part of the machinery may be taken out and not render the machine itself unmanageable and useless; and it would be difficult to name any country or state in Europe or America in which there is a School Law with so few provisions, and so little machinery, and with so small a number of forms, as that which exists in Upper Canada. We have not yet seen that state, nor met with that law. If there be one, we should be happy to be informed of it. The Common School Act for Upper Canada contains 45 sections; that of the State of New York contains nearly 200 sections, and is accompanied with forms and instructions in proportion.

We are aware that the progress of society and of systems creates the necessity for a corresponding progress in legislation; and as the scaffolding necessary in the erection of a building is only an encumbrance after the completion of the edifice, so many provisions of law, and even forms, requisite in the commencement and infancy of a system, must necessarily be modified, and, in some instances superseded, as it advances. But it is one thing to add to, to modify, to supersede as *experience* may suggest, and as *necessity* may demand; and it is another thing to pull down and overthrow as caprice may fancy or passion prompt. The former advances to maturity—the latter perpetuates infancy; the former perfects what is begun—the latter is always beginning anew; the one supplies new wants as they arise, inspires confidence, and encourages effort—the other creates confusion and disgust, affords pretexts for indifference, discourages and paralyzes exertion.

From the history of School legislation in the best educated countries, we learn that their School Laws are the fruits of many years' calm experience, careful deliberations, and gradual improvements—the foundation being laid in a short and comprehensive law, and the details filled up and modified by successive short enactments, and the whole at length revised and embodied in

one general statute. The original School Law of the State of New York has been thus modified and amended, to a very great extent, in its details, in 1841 and afterwards in 1844. We see it now recommended that these several enactments should, for the sake of public convenience, be reduced to one general law ; and it is also urged that the office of State Superintendent of Common Schools should be separated from that of State Secretary, as is the case in both the Eastern and Western States, and as is required for the efficiency of the office—instead of having its duties discharged, as heretofore, by a Deputy Superintendent. In some cases of late years, State Boards of Education have been created ; but not for the general administration of the School Law (which is never taken out of the hands of the Government), but for the special purposes of Normal Schools and Books. During the last few months the Provincial Superintendent has visited the several Districts of Upper Canada, with a view of conferring, in the most public and unreserved manner, on the subject of our School Laws as well as of our Schools. It was found that many erroneous impressions existed as to the nature and objects of some of their provisions ; but in the course of these conversations, in which the experience and views of numerous most intelligent individuals were elicited, not only was a most gratifying interest manifested, but valuable hints and suggestions were offered, which, we trust, will be improved to practical purposes. After the fullest explanations and exchange of thought at these meetings, the general conclusions appeared to be those which are well expressed in the following letter from the very intelligent and efficient Superintendent of Common Schools in the District of Niagara,—a District second to none in Upper Canada in the state of its Schools, and probably in advance of any other District in respect to a number of excellent *School-houses*. The sentiments of Mr. D'EVERARDO's letter were not only expressed in the large and influential meeting held in that District, but also have been expressed by the Municipal Councils of that and several other Districts. Mr. D'EVERARDO's letter was designed as a substitute for personal attendance at the School Meeting of his District. It is gratifying to know that the afflictive cause of his absence from that meeting has been removed. We hope that his intimation as to the noble co-operation of persons in authority will have their due weight with all parties concerned throughout Upper Canada.

“ Fonthill, October 25th, 1847.

“ SIR,—It has been my misfortune to be confined to my house for upwards of two months by a severe attack of fever ; hence I am, I regret to say, unable to attend your meeting in Niagara to-day.

“ I can assure you that my anxiety to be there has been very great ; but the unfavourableness of the weather, and my extreme weakness, render it impossible for me to go ; therefore, I hope to be excused.

“ The objects of the present meeting are, as I understand, among other things, to obtain information with regard to the practical working of the existing School Laws, and to hear amendments suggested.

“ Touching those points, I beg to observe that, as a whole, in this District, the Law is working quite satisfactorily, and our Schools are more generally open and better attended than they were last year, and I think that any change in the Statutes for the establishment and maintenance of Common Schools would operate prejudicially here.

“ There are some persons who, from interested motives, seek the total abrogation of all School Laws ; there are others who are always dissatisfied with what exists ; but I am persuaded that a large majority of those who really desire education for their children

have no inclination to change until they have proved by experience that there are actual defects in the present School Acts.

"The successful working of the several Common School systems in this District, that have from time to time been in force, may be attributed mainly to the lively interest in Schools felt, and efficient steps taken by the Municipal Council as a body, and by the Councillors as individuals, aided by the Magistrates and Clergymen, and others in authority.

"Thus the co-operation of the people for the furtherance of the important object has been secured, and the enjoyment of the fruits of united efforts realized.

"Want of strength prevents me from going farther into detail; but I would beg to refer you to Mr. Scholfield for explanations upon points omitted in this communication.

"I have the honour to be, Sir,

"Your most obedient Servant,

The Rev. EGERTON RYERSON,

"D. D'EVERARDO,

Chief Supt. of Schools, U. C.

"Supt. C. S. N. District."

THE NORMAL SCHOOL FOR UPPER CANADA.

It is gratifying to be able to state, that there are upwards of *forty* students in this important institution—nearly all of them persons who have already been employed as Teachers of Common Schools, and who have improved the very first opportunity of attending the Normal School, in order to qualify themselves better for the duties of their profession. The attendance of students, during the first session, is larger than had been anticipated. It is pleasing to remark, that some of the young men have been sent by District Councils. The great Normal School at Albany, for the State of New-York,—now containing 300 pupil-teachers—opened with *twenty-nine*; and it was two or three years before the attendance at the famous Normal School in Dublin amounted to *thirty* at any one time. But our expectations have not been less exceeded by the attendance of pupil-teachers, than by the ability and skill of the Masters employed to give instruction. On this subject, however, we purpose to remark in the next number of this journal, when we hope to be able to announce the opening of the Model School in connexion with the Normal School.

The necessity and immense advantages of Normal School instruction are now admitted by enlightened friends of popular education in all countries, as has been shown at large in the *Report on a System of Public Elementary Instruction for Upper Canada*, pp. 157–170; provision is made for it even in the new Western States of America; and in one instance only in Upper Canada have we witnessed any other than a feeling in accordance with that of the civilized world on this subject. We have seen no objection to the Normal School which does not more than refute itself by assigning reasons which degrade the profession of the School Master, extinguish the hopes of the rising generation, and thus prove the necessity of an Institution which is essential to advance society in Upper Canada in harmony with the progress of society in other civilized countries. We do not therefore deem it necessary to discuss the question on the present occasion; but we cannot forbear subjoining the following extract from the Report of the Massachusetts Board of Education for 1846:

"The provision for the education of the people of the State, at the expense of the State, is essential to its prosperity. That people can only be educated in the Common Schools. Those Schools are inadequate to the proper educational training of that people, by reason of the want of a proper degree of attainment in the teachers. These teachers

cannot be educated at our colleges and our academies. No other means are proposed for this purpose, than those institutions in which they are to be taught the rules and principles for harmoniously unfolding the physical, the intellectual, and the moral nature of man. And *then* recurs the question,—is the establishment of such institutions the dictate of a wise policy?

"It is not necessary to sustain the affirmative by argument. It needs none. The very statement is argument. Illustration cannot strengthen, reason cannot enforce it. What! Here, in Massachusetts, in the Old Colony, 'that mother of us all,' shall we sit down gravely to discuss a proposition, of which even barbarian ignorance has perceived the truth? For now, even now, when the sceptic cavils, and the cautious doubt, the sultan of Turkey has spoken! and, in his zeal for the introduction of the improvements of the age, he has followed an act of religious toleration by the establishment of a Normal School.

"France, too, has spoken; and her voice comes to us in tones, at once, of encouragement and of warning. She has cultivated the intellect, but she has corrupted the heart. She has awakened the susceptibilities of the soul, but she has incited them to crime; and while she has shown us, by the example of intellectual training, of what the system is capable, she has admonished us to neglect not the improvement of those other powers, the harmonious development of which is alone the education of the man.

"Prussia also has spoken; and when we contemplate the wonderful effects which the operation of her Normal Schools, for a generation, has wrought upon her people, the more strikingly wonderful, from the disparity which it has created between those who have enjoyed their benefits, and that other and more teachable sex, which, by its exclusion, has been cut off from a common sympathy, we are led to prize the more highly that beneficent provision of our own polity which declares that *all* the people shall be educated.

"But, more than all, and above all, Massachusetts has spoken; and her voice sounds harmoniously with that of the great State of New York. She has watched the rise and progress of these institutions with a cautious dread of injudicious innovation, and yet with an earnest zeal for well-considered improvement. She has seen her doubts of their usefulness resolved by the light of experience, and she has incorporated them into her educational policy. The three State Normal Schools are now her recognized offspring, and until perfection shall have superseded the necessity of effort, she stands pledged to their support, by her past history and her present fame.

"Let, then, these two great States, which have committed themselves to the fulfilment of this great effort, go on, hand in hand, with a unity never to be dissevered. Let their example be for the imitation of other States and the praise of all posterity. Then shall the hardest difficulties which beset the path of free governments, smooth themselves out before us, and then shall the blessings of free institutions be bestowed upon the people, like the all-dispensing bounty of the rain and the sun-shine."

OFFICE OF DISTRICT SUPERINTENDENT OF COMMON SCHOOLS.

The necessity and importance of this office has not for a moment been doubted by the framers of the last two School Acts for Upper Canada; nor by any person versed in systems of public instruction in any country. It is a matter of course in Great Britain, France, and Germany. The office in Upper Canada was borrowed from the New-York School system. The system of Common Schools in the State of New-York was formerly conducted under the local supervision of Town Commissioners and Inspectors; but the system proved most inefficient, until 1841, when these local offices were abolished and the office of County (identical with our District) Superintendent was created. Dr. PORTER, in his Prize Essay, *The School and School-master*, (pp. 262-3), observes,—“It was to supply this lamentable deficiency on the part of trustees, town inspectors, and parents, that the office of *County Superintendent* was created. The creation of this office seemed to be loudly called for from all parts of the State. The law is framed nearly on the model of that which is considered the best law for securing School inspection that the world has yet seen, [that of Holland;] and it is regarded now, by the most

that women should be. It is not so. With the exception of what belongs to the professions and the business of government, it is more important to the community that women should be well educated. No human being is so completely isolated among his fellow-creatures but that his possessing a cultivated mind shall be a common good. In man the good is communicated indirectly. A cultivated female, on the contrary, exerts an immediate influence upon her children, and through them upon the human race. Educate all the men of a generation, and leave the women uneducated, and every child under their influence begins his public education with all the disadvantage of his father. Educate all the females, and you will give a permanent impulse to the onward movement of the race which it can never lose. Each individual begins his progress from a higher level, and, with equal exertion, will bequeath a richer inheritance of knowledge and wisdom to his successors.—*Emerson.*

COMMON SCHOOL THE BEST SCHOOL.

—We utterly repudiate, as unworthy, not of freemen only, but of men, the narrow notion, that there is to be an education for the poor as such. Has God provided for the poor a coarser earth, a thinner air, a paler sky? Does not the glorious sun pour down his golden flood as cheerily upon the poor man's hovel, as upon the rich man's palace? Have not the cottager's children as keen a sense of all the freshness, verdure, fragrance, melody, and beauty of luxuriant nature as the pale sons of kings? Or is it on the mind that God has stamped the imprint of a baser birth, so that the poor man's child knows, with an inborn certainty, that his lot is to crawl, not climb?

It is not so. God has not done it. Man cannot do it. Mind is immortal. Mind is imperial. It bears no mark of high or low, of rich or poor. It heeds no bound of time or place, of rank or circumstance. It asks but freedom. It requires but light. It is heaven-born, and it aspires to heaven. Weakness does not enfeeble it. Poverty cannot repress it. Difficulties do but stimulate its vigor. And the poor tallow-chandler's son, that sits up all the night to read the book which an apprentice lends him, lest the

master's eye should miss it in the morning, shall stand and treat with kings, shall add new provinces to the domain of science, shall bind the lightning with a hempen cord, and bring it harmless from the skies. The Common School is *common*, not as inferior, not as the school for poor men's children, but as the *light* and *air* are *common*. It ought to be the best school, because it is the first school; and in all good works the beginning is one-half. Who does not know the value to a community of a plentiful supply of the pure element of water? And infinitely more than this is the instruction of the Common School; for it is the fountain at which the mind drinks, and is refreshed and strengthened for its career of usefulness and glory.—*Bishop Doane.*

TO YOUNG MEN.—How, after the duties of the day are over, do you employ your evenings? This is a question of importance. If you have no regular employment, no fixed pursuits to engross your attention and operate as a stimulus to the mind when unemployed, you must of necessity have many leisure and unoccupied hours—intervals when time will hang heavily on your hands, and suggest the necessity of some means to relieve it of its weight. The very time which is dissipated in idleness would, if devoted to study, enable many a young man to obtain eminence and distinction in some useful art.—*Christian News.*

Mothers and School Masters plant the seeds of, nearly all the good and evil which exist in the world. Its reformation must therefore be begun in the nurseries and schools.—*Dr. Rush.*

That education which will secure to the future, the civilization of the past and present, is what the country really requires.—*Professor Whewell.*

“Not far from two centuries ago, the Scottish Legislature enacted, ‘that a good and sufficient School should be erected and maintained in every parish.’ To these five little words, ‘a good and sufficient School,’ introduced into an Act of Parliament, is Scotland indebted, at this day, for nearly every solid glory which she possesses.”

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FOR

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As it is necessary to lay the foundation of an edifice before proceeding with its superstructure, so we have felt that the exposition of the general principles, objects, and provisions of the School Law should precede the introduction of those articles which relate more directly to the improvement of the Schools, the establishment of School Libraries, and the various considerations and appliances which demand and promote the development of the youthful mind of the country. We complete the foundation part of our work in this number of the *Journal of Education*, and will proceed with the more interesting and practical applications of it in future numbers.

In our last number, we explained the law and system of Schools in relation to Cities and Incorporated Towns in Upper Canada. We also explained the great principle of universal education, by making the property of the country educate the youth of the country, and directed attention to several particulars in which District Councils can aid Trustees and advance the interests and efficiency of the Schools. We likewise explained the constitution of the School Fund and its expenditure, and showed that not a farthing of it has been expended in the management of our School system. We furthermore made some remarks on the importance of the Provincial Normal School, and office of District Superintendent, to which exception had been taken.

On no subject have some Canadian journals been more successful in misapprehending, and on few subjects have more groundless fears and suspicions been created, than on the primary design and fundamental principles of the present Common School Laws. The staple objection to them has been, that they were intended to subvert our existing system of Government, interfere with constitutional rights, and establish a species of Prussian despotism in the country; and we believe, from extensive personal intercourse in various parts of the Province, as well as from the nature of the objections themselves, that nine-tenths of the sensitiveness created to some extent on the subject, have not arisen from any examination of, or objection to, the provisions of the School Laws themselves, but from the jealousies which had been excited in regard to

their alleged design and tendency. We have therefore anxiously desired an opportunity for effectually disabusing the public mind on a matter of so great importance, and to demonstrate, beyond reasonable doubt, the objects contemplated in procuring the present School Acts. This we are now enabled to do by the condescension and kindness of the GOVERNOR-GENERAL, and the interest which His Excellency feels in imparting to the public mind correct views as to the principles and objects of our School system, and thus placing it upon a broad and permanent foundation. At the moment of our arranging the matter for the present number of this Journal, the following letter from the Provincial Secretary was received :—

“ SECRETARY'S OFFICE, Montreal, 7th Feb'y, 1848.

“ SIR,—I have the honour, by command of the Governor-General, to acknowledge the receipt of your letter of the 28th ultimo, transmitting for His Excellency's perusal, copies of two circulars recently addressed by you, one to the Wardens of Districts, and the other to the Heads of the Corporations of Cities and Towns in Upper Canada, with a view of bringing the Common School system of Upper Canada into more general and efficient operation, and requesting His Excellency's permission to publish in your forthcoming '*Journal of Education*,' the whole of the explanatory Reports which accompanied the original Drafts of the Common School Acts, and of which extracts are given in the circulars transmitted, as their publication would, you are of opinion, aid very much in correcting erroneous impressions as to the design and reasons of the School Acts generally.

“ In reply, I am directed to state that His Excellency concurs with you in thinking that the publication of the Reports in question may be attended with the advantages pointed out by you, and that His Excellency feels much satisfaction in assenting to your request.

“ I have the honor to be, SIR,

Your most obedient servant,

D. DALY, *Secretary*.

“ The Rev. EGERTON RYERSON, D.D.,

Superintendent of Schools, C. W., Toronto.”

For the first time, therefore, is the author of the original drafts of the Common School Acts enabled to lay before the public the communications which accompanied them to the Governor-General, and which explained their principles and objects, and the reasons for the amendments which they contained of former School Laws. The first of these communications was written within three months after the author's return from more than a twelve-months' tour in Europe and the United States; and he now submits to even those who have so grievously misinterpreted his motives and sentiments, and much more to the candid reader of any party, whether the following communications do not contain indubitable evidence that the present Common School Acts were framed with the single view to carry out the system of Responsible Government to its

fullest extent, and to establish and administer our Common School system in the most impartial and efficient manner, without regard to sects or parties, and for the greatest convenience and best interests of the entire country. We are far from claiming infallibility for the recommendations made; nor are we prepared to say that in every particular they are the best that could have been made; with the personal observation and experience we have since had of the working of our school system, we are free to confess that we should have modified our recommendations in some of their details; but what we submit is, that the views we have submitted to the Government for the last two years on the subject of our school Laws are sound and constitutional, and that our object has been to assimilate our Common School system to the established institutions of the country, and adapt it to the social condition and intellectual wants of the people.

And we venture to believe, apart from the considerations above stated, that the following communications will throw considerable light upon some features of our School system, and several provisions of our School Law, which have hitherto been very inadequately appreciated.

As public attention has recently been specially devoted to two leading features of the School Law—the offices of Provincial Superintendent and Board of Education—we furnish also in this number of our Journal a full account of the powers of the former and the constitution of the latter in the neighbouring United States, whence we have adopted them. The perusal of the two articles in this number,—the one headed, “*Powers of Superintendents of Schools in the United States and Upper Canada compared*,” the other, “*Boards of Education—their origin, constitution and objects*,” will satisfy the inquiring and candid reader how much a portion of the public have been mistaken and misled on these subjects. He will see that in no free country has the Superintendent of Schools so limited powers as in Upper Canada; that in no free country has the Board of Education as large powers as those which have been conferred upon our Provincial Board; and that the “highest power in the administration of Schools,” as well as other “affairs,” is the Governor in Council, and made so by means of a subordinate officer, or head of a department, who is responsible to the Government to the extent of his salary and character for all his acts—the Government also being responsible to the people, through their Representatives, for the conduct of each subordinate officer, whether Superintendent of Schools, or Sheriff, or Judge of a District—all these officers being appointed in precisely the same manner, and equally responsible for their official conduct.

[Since the foregoing was in type, we learn that there is not room in the present number for the article headed “*Powers of the Superintendents of Schools in the United States and Upper Canada compared*,” though it is in type. That article will be given in the next; but the subject is briefly noticed in the other articles above referred to.]

LETTER EXPOUNDING AND RECOMMENDING THE ORIGINAL DRAFT OF THE PRESENT SCHOOL ACT.

(NOW FIRST PUBLISHED BY SPECIAL PERMISSION OF THE GOVERNOR-GENERAL.)

EDUCATION OFFICE, (WEST,)

Cobourg, March 3rd, 1846.

SIR,

In obedience to the commands of His Excellency the Administrator of the Government, conveyed by your letter of the 11th ultimo, I have the honour to submit, for His Excellency's consideration, the following remarks and suggestions on the Common School Act, 7th Vic., Cap. xxix, [passed in 1843,] together with the annexed Draft of a proposed School Bill.

Many of the observations which I may make in this paper will appear to disadvantage in the absence of a *Report on a System of Public Elementary Instruction for Upper Canada*,* which I hope to be able to submit to His Excellency before the meeting of the Legislature, or very shortly afterwards.

My present remarks and suggestions will be confined to the School Act itself, and shall be made in as few words as possible.

From a careful examination of the present Act, (of 1843,) it is obvious that it was constructed with a benevolent intention; that its object was to secure to the whole people the benefits of a Common School education—providing for the establishment of both elementary and superior Common Schools—protecting the religious feelings of each class of the community—rendering the Schools accessible to the poor, by providing for their relief from the payment of School rates—and evidently contemplating the true theory of public instruction under a constitutional government, the co-operation of the government and the people in its administration.

But with these general objects, and with many excellent provisions for accomplishing them, the Act is intricate and lame in many of its details, and altogether defective in some essential provisions; and it contains some provisions which are incompatible with other provisions of the Act itself; and others again which are not in harmony with the principles of our general system of government.

By comparing the Act with the Common School Law of the neighbouring State of New-York, it will be seen that the principal provisions of our Act, in regard to every class of Officers mentioned in it, and in respect to the whole system of proceeding, is borrowed from the New-York Statute, with the alterations and changes of terms only, which our Municipal Institutions and phraseology rendered absolutely necessary.

And in this adoption of the New-York School Law, two things seem to have been overlooked. 1st. (The difference between the workings of a democratic Republic and those of a Responsible system of Government under a Constitutional Monarchy. 2nd. There is no provision for the exercise of the same

* This Report was transmitted the 27th of the same month, and two editions of it have been printed by order of the House of Assembly.

executive authority over the system of public instruction with that which has been provided for in the State of New-York. The functions of the Regents of the University, and the most material powers of the Superintendent of Schools,—constituting the regulator, if not the main-spring of the New-York system—are wanting in the Canadian Act.

Without adverting to the duties of that important body, called the Regents of the University, I will remark, that in respect to the State Superintendent, (or, as we term the same Officer, *Chief Superintendent*,) it is provided, "That, if any person who considers himself aggrieved by any decision made by any School district Meeting, or any decision in regard to the altering, forming or refusing to form or alter any School district, or in regard to paying any Teacher, or refusing to pay him, or in refusing to admit any scholar gratuitously into any School, on account of alleged inability to pay ; or, in fine, *concerning any matter arising under the general School Law*, may appeal to the Superintendent of Common Schools, and his decision upon the case is final and conclusive." Not a shadow of any part of this power is vested in the hands of the Superintendent of Education in Upper Canada, nor even in the Governor in Council. Nay, the Governor in Council does not possess so much authority in the administration of the Law as any County or Township Superintendent, or even the Trustees of any single School District. The Government has no authority whatever to interfere with the doings of any County, Township, or School District in Upper Canada.

There can be no Provincial system of Education—except that of apportioning money—where there is a completely independent power in each of the Schools, in regard to both the books and regulations of the School—a subject on which the Government itself is not authorized to say a single word !

It is true that the spirit of the people is very far from being conformable to the provisions of the Act. All parties have been in the habit of appealing to the Superintendent on doubtful and disputed questions, and he has been in the constant habit of deciding upon them ; but there is no law for either the one or the other ; the whole course of proceeding has been voluntary, and dictated by necessity and the fitness of things.

The Act authorizes the Chief Superintendent to draw up Rules and Regulations for Schools ; but no one is required to observe them. The 65th Section provides that the qualification of Teachers of Model Schools shall be attested by the principal Teachers of a Normal School, after it shall have been established ; but the Act makes no provision for the establishment of such a School. Similar defects and anomalies pervade the details of the Act.

Before proceeding to offer any suggestions for amending the Act, I beg to lay down two or three principles which I consider fundamental.

If it be intended that the *system* of public instruction be Provincial, or National, it must be *one* throughout the Province. There cannot be a distinct system, or no system, as it may happen, in every County, Township, or School district.

In order that a system of instruction may be Provincial, the machinery of it must be so—the various parts of it must be made to move in harmony the one with the other, and the whole must be subject to one common direction. This cannot be the case where the different parts are wholly independent of each other—where the County and Township Superintendents, and each Corporation

of Trustees, are as independent of the Crown in Canada as they are of that in China.

Furthermore, one chief design of a Monarchical system of Responsible Government is to stamp the sentiment and spirit of the public mind upon the administration, as well as legislation of the country, and to secure the collective acts of the country against the antagonistic or selfish acts of individuals or isolated sections. It makes the Executive Government not only the representative of the whole community in its actual composition, but also in the execution of every part of the law for the benefit of the community. As there is one responsibility, so there is one authority, one mode of appointing to, and removing from, the head of every department of authority—whether supreme or subordinate—in all localities, and gradations of office. This principle of Responsible Government is contravened by the Common School Act, in the whole system of local superintendency. The Act therefore makes no provision for a Provincial system of Schools, but contains provisions which are the reverse of it, in every respect, and which are not in harmony with the principles of Responsible Government as applied to every other department of the Administration.

I assume, also, that Christianity—the Christianity of the Bible, regardless of the peculiarities of sects or parties, is to be the basis of public instruction, as it is of our civil Constitution. I beg, also, to remark, that the Common School Act of Lower Canada—passed during the last session of the Legislature—supplies several of the defects of the Upper Canada Act; and I think it much more desirable to assimilate, as far as possible, the Common School systems of the two sections of the Province, than to assimilate that of Upper Canada to the New-York State system.

The first seven sections of the Act [of 1843] relate to the appointment and duties of the Chief and Assistant Superintendents of Common Schools. At the time of my appointment to the situation I have the honour to hold, I was informed that it was the intention of the Government to separate the office of Chief Superintendent of Education from that of Secretary of the Province, and to place the Superintendent of Schools in Upper Canada upon the same footing as to means of support with persons in similar situations in other departments. This has been done in respect to Lower Canada; and the reasons for the change there apply with equal, if not with greater, force to Upper Canada—the latter being at a distance from the Seat of Government.

I would also add to the prescribed duties of the Superintendent of Schools. In place of the first seven sections, and the sixty-seventh section of the present Act, I would propose the first and second sections of the accompanying Draft of a Bill.* The duties which I propose to impose upon the Superintendent will more than double the work which the present Act prescribes to him.

I propose the appointment of a Board of Education, and the establishment of a Normal School, (see annexed Draft of Bill, Sec. 3-5.†). The Board ought to consist of the most competent men in the country, and be a fair representation of the religious feelings of the country, without reference to political party.

The Superintendent of Schools, as an Officer of Government, and account-

* 9th Vic., Cap. xx, Sec. 1, 2.

† 9th Vic., Cap. xx, Sec. 3-5.

able to it for all his acts, ought not, I think, to be, in his administrative acts, under the control of any intervening body ; and in availing himself of the counsels of such body, which he may often have recourse to, he should do so, as well as act, upon his own responsibility. It will be observed, that the power which each District Superintendent has over each District Model School is not given to the General Superintendent in respect to the Provincial Normal School, but to the Board of Education, under the sanction of the Governor, and that the Superintendent has only a general oversight of the Normal School.

The proposed arrangement in respect to School Books—a matter of extreme delicacy and difficulty—will, I hope, be an essential improvement on a vitally important feature of the system of public education. Nothing can be worse than the present state of things in respect to School Books. Every communication received at this Office referring to the subject, speaks of the absolute necessity of something being done ; but no one suggests what should be done, except that there should be an uniformity in the text-books used in the Schools. In the State of New-York, by a law passed in 1843, the State Superintendent of Schools, and even every County Superintendent, has authority to reject any book from the School libraries. Objections would be made in this Province to giving such power to the Superintendent of Schools. In the State of New-York the Regents of the University make out a list of books for School libraries, and no books can be introduced into them except such as are contained in the Regents' list, or except the permission of the Regents of the University be first obtained. I do not propose to give quite so much power as this to the Board of Education. In practice I intend that the Board should make out a list of School Books in each branch of learning that they would *recommend*, and another list that they would *permit*,—leaving the Trustees of Schools to select from these lists.

The proposed duties of Municipal Councils are stated in the annexed Draft of Bill, Sections 6–10.* With one or two exceptions, they are the same as those prescribed by the present Act.

I propose the abolition of the office of Township Superintendents—the least popular class of officers created by the present Act, and against whose continuance objection is expressed in nine out of ten of the communications received at this office on the subject—especially those from private individuals and District Superintendents. This proposed change affects the greater part of the machinery of the present School Act. The duties now performed by Township Superintendents, I propose to be discharged respectively by the Municipal Councils, the District Superintendents and the Trustees ; the first making, instead of approving of the School divisions ; the second giving notices of apportionments, and paying Teachers ; the third giving notices of local School meetings.

I have learned that much inconvenience has been experienced in respect to School meetings, for want of the proper notices which it is scarcely possible, in all cases, for a Township Superintendent to give. I think the proposed arrangements in respect to such meetings will add much to the convenience of the people. The principal, and, indeed, only inconvenience, in the proposed plan, is the payment of Teachers. Under the old School law, the Teachers were paid by the District Treasurers. I have never heard of any particular

inconvenience attending it. I would propose the same now, if the District Treasurers would not deduct a per centage on the School moneys passing through their hands.

The payment of the District School Tax to the District Superintendent will be quite as convenient for each Township Collector as the present system, as such Collector must go to the District Treasurer to pay the other taxes, and the District Superintendent's residence is generally adjacent to that of the Treasurer. Then the District Superintendent is required to visit each School throughout his District once a year—which will afford facilities for financial, as well as other arrangements.

The mode of appointing District Superintendents, and their duties, are prescribed in the annexed Draft, Sec. 11, 12.* It will be seen that such a change in the mode of their appointment is proposed as accords with the principle of Responsible Government, and is essential to the harmonious and efficient working of the School system. It would doubtless be more simple and consonant to our system of Government, if the District Superintendents were appointed in the same manner as all other administrators of the law; but, as a completely opposite system has obtained, so great a change might create dissatisfaction. It is also proposed that, as soon as practicable, the offices of Clerk of the District and of District Superintendent shall be filled by the same person.† The convenience of this arrangement in performing many of the duties of Superintendent, and the financial gain of it to the several Districts, will be apparent to every observer. The duties of both officers can be easily performed by the same person; the allowance will naturally be such as to secure the services of persons of high intelligence, both as Clerks of Councils and District Superintendents of Schools.

In the proposed arrangement the duties of Superintendents will be very considerably increased, which will doubtless be considered by District Councils in fixing the amount of their remuneration.

The discontinuance of the office of Township Superintendent will be attended with considerable advantage to the School Fund. Township Superintendents (as far as I can judge by Reports from several Districts) receive, each, from five to twenty-five pounds per annum. To place the average amount paid to each Township Superintendent as low as ten pounds (for 310 Townships) it would amount in all to more than £3000 per annum.

The smallness of the remuneration to Township Superintendents prevents competent persons, in many instances, from undertaking the task. On the other hand, many of the Township Superintendents are well qualified and efficient men; but such men are almost invariably Clergymen of some

* 9th Vic., Cap. xx, Sec. 6, 12 and 13.

† It was proposed to appoint District Superintendents in the same way that Clerks of District Councils were at that time (1846) appointed—nominated by the District Councils, and appointed by the Crown. The clause for that purpose was advocated by the then Attorney-General (now Mr. Justice) Draper in the House of Assembly, but was lost by a small majority; and the old mode of appointing District Superintendents was retained. It was also proposed that as soon as any Clerkship of a District Council should become vacant, the two offices of Clerk of the Council and District Superintendent should be filled by the same person. This clause was not sanctioned by the Government; but such has been the case up to the present time in the Victoria District. It may be so in other Districts at the pleasure of the District Councils.—*Ed. Jour.*

denomination. I do not propose to dispense with their valuable co-operation ; on the contrary, I propose to relieve them from the vexatious and thankless part of their duties, and add to their numbers by providing (see Sections 13 and 14 of the annexed Draft,*) that all Clergymen, and Magistrates also, shall be School Visitors, under such precautions, regulations and instructions as may be prepared by the Superintendent of Schools, under the immediate sanction of the Governor in Council.

It is not proposed, as will be seen, to give such Visitors any control in the management of Schools ; but from their co-operation and influence I anticipate the greatest advantages in the improvement of our Schools, and in the diffusion of useful knowledge.

The election of Trustees and their duties, as proposed, are stated in Sections 16-27.† The most important change proposed is, their continuing in office three years instead of one. The disputes respecting the appointment and payment of Teachers, arising from annual changes in the present system, are numerous and painful beyond conception. The evils of annually electing all the Trustees of each School has been deeply felt in the neighbouring State of New-York, and are vividly portrayed in some of the Reports of Superintendents. In 1843 a law was passed extending their period of office to three years. This is the period prescribed in the Lower Canada Act, passed last session. On the importance and advantage of this change I need not enlarge. Two other important changes are proposed in common with the duties of Trustees : The one is, that they shall not receive aid from the School Fund until the amount of the Rate-bill which they have imposed is collected, or shall not receive a larger amount from the School Fund than they provide and pay by Rate-bills or voluntary subscription, [the system in the State of New-York.] This arrangement will secure the School Fund from the abuses which are constantly being practised upon it ; it will also secure the Teacher a minimum amount of support. Under the proposed arrangement, if the Legislative grant to a School be ten pounds, the District Council must provide ten pounds more. These two sums constitute the School Fund. The Trustees must raise a sum equal to that of the School Fund—namely, twenty pounds, in the case supposed ; the whole amounting to forty pounds. [In the State of Massachusetts the inhabitants of each School division are required to raise, by local rate on property, at the rate of one dollar and twenty-five cents per annum for each child between the ages of 4 and 16 years, in order to be entitled to any aid from the State School Fund.] In looking over the Reports from several Districts I find that, in the majority of cases, the amounts heretofore raised by Rate-bill have exceeded the ratio I propose.‡ But, in other cases, the amount

* 9th Vic., Cap. xx, Sec. 14-16.

† 9th Vic., Cap. xx, Sec. 18-27.

‡ The clause of the bill here recommended was approved of by the Government, but was opposed and lost in the House of Assembly. Had it become law, in common with the clause recommended in the following paragraph, (authorizing Trustees to impose Rate-bills upon all the inhabitants of their School Section according to property,) how different, already, would have been the state of many of our Schools from what they now are,—how different would have been the circumstances of School Teachers—and how plain and comparatively easy would have been the duty of Trustees. The amount of apportionment to the inhabitants of each Section would have determined the minimum of the amount to be raised by them by Rate-bill or voluntary subscription. That amount, payable by all the inhabitants according to property, would have been little for each—would always have provided a salary sufficient to enable them to have a good

raised by Rate-bill has not exceeded a few shillings—the School has been kept open only three months of the year, and that at a very low salary—just long enough to get the public money. My attention has been repeatedly called to this evil by local Superintendents. I propose to remedy it by requiring that a School Section, in order to be entitled to a continuation of aid from the School Fund, shall have a School open during at least six months of the year; and shall, *bonâ fide*, pay an amount equal to that which they draw from the School Fund. This arrangement will also tend to secure the punctual payment of Teachers, and keep the accounts of each year separate and distinct.

The next important change which I propose is, that the Rate Bill, imposed by the Trustees of each School Section, shall be levied upon the inhabitants of each Section, generally, according to property. It is the inhabitants generally who elect the Trustees; it is for the inhabitants generally that the grant is made; and the same principle, I think, ought to be acted upon throughout the system—all having a right to avail themselves of the School.

I need not say how just and patriotic is this principle: how important it is for the poor, and especially those (as is often the case) who have large families; how much it would lighten the burthen of supporting the Schools; how greatly it would increase the attendance of pupils, and, consequently, the blessings of education, and how strictly then would our Schools be public Schools. I may observe, that this system obtains in the States of New-England, where there are the best Common Schools in the United States. It is also the Prussian and Swiss system.

On the other hand, the evils of the present system of School Rate Bill have been brought under my notice from the most populous Townships, and by the most experienced educationists in Canada. When it is apprehended that the Rate Bill will be high, many will not send their children to the School at all; then there is no School, or else a few give enough to pay the Teacher three months, including the Government part; or even after the School is commenced, if it be found that the School is not so large as had been anticipated, and that those who send will consequently be required to pay more than they had expected, parents will begin to take their children from School, in order to escape the Rate Bill, as persons would flee from a falling house. The consequence is, that the School is either broken up, or the whole burthen of paying the Teacher falls upon the Trustees, and often a quarrel ensues between them and the Teacher. I have been assured, by the most experienced and judicious men, that it is impossible to have good Schools under the present system of Rate Bill. I think the substitute I propose will remedy the evil. I know of none who will object to it but the rich, and the childless, and the selfish. Education is a public good; ignorance is a public evil. What affects the public ought to be binding upon each individual composing it. In every good

Teacher during more than half, and in most cases, all the year; all the children would have had equal access to the School; and the causes of most of the disputes between neighbours, and between Parents, Teachers and Trustees, would have been prevented. The harmony of the bill was destroyed; it was mutilated and maimed in some of its most practical and essential details by the successful opposition to them while under the consideration of the Assembly, and the Superintendent of Schools has been assailed for the very defects in the law thus created, and which he has employed all the means in his power to prevent—defects which have, indeed, been partially remedied by subsequent enactments, but which cannot be wholly removed without further legislation.—*Ed. Jour.*

government, and in every good system, the interests of the whole society are obligatory upon each member of it.*

To secure the punctual transmission of School Reports, I propose that the payment of the last instalment of the School Fund to each Section shall be conditional on the presentation of the Annual Report from such Section; and to relieve the Trustees from preparing the Report, (a duty to which many of them have strong feelings of repugnance, and for which, in many instances, they are not very well qualified,) I propose that the Teacher shall act as their Secretary, in preparing it, if required; a duty to which he will be prompted in order to get his money.

I also propose a Section (28†) stating the general duties of Teachers. These duties are applicable to all Common School Teachers. I think it is important, on various grounds, that such duties should be made law. The first division under this Section is transcribed from the School law of Massachusetts, except that I have *modified* and *limited* it.

As the term '*District*' is retained in our laws and applied to the larger municipal divisions of the Province, I have thought it inconvenient to apply the same term to the minor School divisions of Townships. I have proposed to apply to these latter divisions the term '*Section*,' which is as convenient and as appropriate as any other which has occurred to me.

On the miscellaneous provisions (see Sec. 29-43,‡) proposed it is, perhaps, not necessary for me to remark. Each will speak for itself. I have retained all the Sections of the present Act which appear to me to be necessary.

There are several minor modifications to which I have not referred; the expediency of which will be sufficiently apparent without remark; and I am aware how impossible it is, within any tolerable limits, to explain by writing the nature and importance and operations of many of the modifications and amendments to which I have alluded, and which I think it expedient to submit.

Considerable changes in any system are always attended with inconvenience, if not with difficulty. The transition from the generally complained of working of the present Act, to the adoption of the modifications recommended, in the annexed Draft of Bill, can be but very partially effected the present year. The year has commenced; the apportionments have been made; all is in the hands of the several local officers. They must be continued to the end of the year. But I think the first *ten* Sections of the annexed Draft of Bill might go into immediate operation without at all interfering with the local machinery of the present Act, and would fully prepare the way for completing the transition

* The important clause of the Bill thus recommended, was strongly advocated by Mr. Attorney-General Draper, but was opposed and lost in the Assembly by a majority of four or five. It was the poor man's clause, and the clause of the enlightened patriot; and the loss of it has inflicted great injury upon many Common Schools, besides involving Trustees in great perplexities and embarrassments in consequence of their not being able to impose a general Rate Bill for School-house, repairs, furniture, &c. But we rejoice that the principle thus first submitted to the consideration of the Government in 1846, has been incorporated into our system of Schools for Cities and Incorporated Towns in Upper Canada, and that District Councils have also been invested with power to act upon it, as far as they may think it advisable. See the whole subject explained in the first number of this Journal, pp. 11-15.—*Ed. Jour.*

† 9th Vic. Cap. xx, Sec. xxviii.

‡ 9th Vic. Cap. xx, Sec. xxix-xliii.

by the first of next January, without producing any disorder or inconvenience. I have accordingly prepared a Section to that effect.

In the meantime, in case of the approval by His Excellency of the annexed Draft of Bill, and its becoming a law, it would be proper to have all the regulations and instructions, and forms, for which it provides, together with copies of the Bill itself, prepared, printed, and put into the hands of all persons who may be administrators of it. I think it would also be advisable to prepare and get printed blank forms for Reports, both for District Superintendents and Trustees—so that all parties may commence properly, and that there may be an uniformity forthwith in the administration of the law throughout the country. Such precautions and aids, for a year or two, will render the working of the whole system harmonious, uniform, and efficient.

The annexed Draft of Bill may have some cases unprovided for ; but it provides for all the cases that have yet come under the notice of this Office, and all that I can conceive after examining the various Schools laws of different States and Kingdoms.

I beg to remark, generally, that I have retained as much of the machinery and phraseology of the present Act as I could ; have sought to make the arrangements more methodical and more simple ; and have reduced the number of Sections from 71 to 44.

I would also observe, that the annexed Draft of Bill does not give the Government, through the Superintendent of Schools, any thing like as much power as the new school law for Lower Canada gives the Superintendent of Schools there. I have desired to retain no more power in the hands of the Superintendent than is absolutely necessary to enable the Government to control the general principles and character of the system of public instruction, and to see that money appropriated by the Legislature is faithfully and judiciously expended. I hold it as a true principle, and as expedient, that the Legislature, in appropriating money, should provide, through one or more general officers, that its liberal and benevolent intentions be accomplished in the expenditure of that money. Then, as the people contribute locally, they have the local right of employing and dismissing Teachers at their pleasure.

It is not easy to adjust precisely the different parts of a mixed machinery. I have sought to simplify it as much as possible, and have proposed to give the Government no more power than is indispensable to make the system Provincial, and fulfil the intentions of the Legislature.

I would that the habits and circumstances of Canadian society might allow of simplifying the system still more.

Numerous and intricate legal provisions in matters of detail, in relation especially to Education, are perplexing to the people and embarrassing to the Government.

In respect to the means for the establishment and support of a Normal School, I may remark, that the Legislature of the State of New-York has granted \$9000 to rent and furnish Buildings for a State Normal School at Albany, and \$10,000 per annum for its support.

I think there should be placed at the disposal of the Provincial Board of Education, at least £1500, to establish a Normal School, and the same amount, per annum, for its support. I hope it may be established and maintained for a somewhat less sum ; but, it appears to me especially desirable that the Board

should not be meanly tied down to a possibly insufficient sum. Such a proceeding might occasion a complete failure, with all its melancholy consequences. The circumstances, and management and authority of Government, in the expenditure of the Grant, would be a guarantee that not a sixpence more should be expended than would be absolutely necessary.

I trust some means will be available from the sale of school lands by which encouragement may be given to the formation of *School Libraries* in the several Districts and Townships. A small sum disposed of annually in that way would prompt to the contribution of much on the part of the inhabitants of different Districts, and would lead to the circulation and reading of a vast number of useful books. But I am not sufficiently informed on this point to suggest any clause to be introduced into the Act respecting it. I am inclined to think it may be done by the Government without any Act on the subject, and in conformity with the provisions of the proposed Bill.

In conclusion, I have to repeat, that, although this communication is protracted to a great length, several topics remain unnoticed, and to others, I am afraid I have alluded too briefly to be either explicit or satisfactory. Should any farther explanations be deemed necessary, I shall be happy to give them in any way that they may be required.

But I must beg permission to add what escaped me to notice in the proper place—that I have received information that there are several Townships in Upper Canada settled by Germans, in which all the Schools are German, and all the Teachers aliens.

Believing that it was not the intention of the Legislature, and that it is not expedient, to prohibit European Aliens from being employed as common school Teachers, I have excepted them in the annexed Draft of a Bill. It is perhaps not *necessary* to except any other than foreign Germans, but I have thought there might be cases of French and Italians proposing to teach schools in Upper Canada. The study of the French language especially should, I think, be encouraged to as great an extent as possible.

I have the honour to be, Sir,

Your most obedient humble servant,

EGERTON RYERSON.

The Hon. D. DALY, M. P. P.

Secretary of the Province, Montreal.

RESPONSIBILITY OF DISTRICT SUPERINTENDENTS—PAYMENT OF SCHOOL MONEY TO TREASURERS OF DISTRICTS, &c. &c.

[Parts of the explanatory communication (dated 27th March, 1847,) which accompanied the draft of the amended School Act, passed the last session of the Legislature, 10th and 11th Victoria, chap. 19, were published in the last number of this Journal. That part of it which explained the necessity, design and provisions of the Act in regard to Cities and incorporated Towns, will be found on pages 16–19; and the remarks which illustrated the property principle of supporting Common Schools as the basis of universal education, may be seen on pages 12–15. We now give the remainder of the communication, explanatory of the following subjects; namely, *the appointment of a*

second District Superintendent under certain circumstances—the principle of Responsible Government as applicable to District Superintendents—the payment of School Moneys to Treasurers of Districts under certain conditions—and the reason for appointing the Mayor of Toronto a Member of the Board of Education. What follows, in addition to the foregoing communication, may also be referred to as a practical demonstration, that the leading object of the Superintendent of Schools has been, not only to introduce into our school laws those provisions which, in other countries similarly situated with ours, have been found most conducive to the progress of common school education, but also to assimilate, as far as possible, the principles and administration of our whole school system to the established principles of Responsible Government.]

The *eleventh* Section of the accompanying Draft of Bill provides for the appointment of a second District Superintendent of Common Schools, at the discretion of the Council, in Districts the Schools of which exceed one hundred and fifty in number; a provision analogous to one which exists in the State of New-York. It will obviate an objection which exists to the present Common School Act, in regard to two or three of the largest Districts in Upper Canada.*

The *twelfth* Section [authorising the Governor in Council to remove a District Superintendent for neglect or violation of duty, until the ensuing meeting of his District Council,] is rendered necessary by the loss of the clause in the Assembly during the last Session, which was introduced into the School Bill relative to the appointment of District Superintendents of Common Schools. That clause provided for the appointment of District Superintendents by the Governor in Council, on the recommendation of the District Councils. I refer to my communication of the 3rd March last for the reasons of that clause,—namely,—to conform the School law to our system of Provincial Responsible Government, and to secure the fulfilment of the intentions of the Legislature in establishing and aiding a Provincial system of Schools. But that clause not having been adopted by a majority of the House of Assembly, and the appointment of District Superintendents having been left exclusively with the District Councils, it was necessary to provide some means by which responsibility shall be secured to the Government in respect to the application of moneys which have been granted by the Legislature, and in respect to the administration of the School system, so far as the Government is responsible for it. At the present time any District Superintendent may or may not execute the law, may or may not apply the School Fund according to the conditions and regulations required by law, and the Government has no power to prevent him from doing so. If the School Fund were created entirely by local assessment, then a local responsibility alone could be properly insisted upon; but as one-half of the Fund is provided by the Provincial Legislature, there ought to be responsibility to the Provincial Government on the part of all those who are entrusted with its management. The propriety of appointing all such Officers by the Provincial Government is obvious; but it would then follow that their salaries

* This was lost in the Legislative Council, after having passed the Assembly.

should be paid out of the public revenue, as are those of other public officers. But an opposite system of appointment has obtained; and as the District Councils provide for the salaries of District Superintendents out of District Funds, and provide also one-half of the amount of the School Fund; I do not think it advisable to propose any change in the relations and responsibilities of District Superintendents to the District Councils. But for the same reason that District Superintendents are thus responsible to the Councils, should they be responsible to the Government—being entrusted with the control of moneys and other powers for the due administration of which the Government is responsible. And such is the object of the *twelfth* section of the annexed draft of Bill.

The law of the State of New-York, from which so much of our School law has been derived, contains, among others, the following provisions relative to the appointment, removal and duties of District Superintendents :—

“The Board of Supervisors in each County of the State shall appoint a County Superintendent of Common Schools for such County; and in those Counties in which there shall be more than one hundred and fifty School Districts, reckoning two parts of joint Districts as one, they may appoint two County Superintendents, or one in their discretion; and at all such appointments hereafter made, the Board shall divide the County into two convenient Districts, designating the person appointed for each District respectively, when there shall be two appointed; but no share of the public money shall hereafter be apportioned to any County in which a County Superintendent shall not have been appointed, unless by order of the Superintendent of Common Schools. Such County Superintendents shall hold their offices, respectively, for two years, subject to removal by the Board of Supervisors, on complaint, for causes to be stated.

“Any County Superintendent may be removed from office by the Superintendent

of Common Schools, whenever, in his judgment, sufficient cause for such removal exists; and the vacancy thereby occasioned shall be supplied by appointment under his hand and official seal, until the next meeting of the Board of Supervisors of the County in which such vacancy exists. A copy of the order making such removal, specifying the causes thereof, shall be forwarded to the Clerk of the Board of Supervisors, to be by him laid before the Board at their first meeting thereafter.”

“The County Superintendents shall be subject to such general rules and regulations as the Superintendent may from time to time prescribe, and appeals from their acts and decisions may be made to him in the same manner and with the like effect as in cases now provided by law, and they shall make Reports annually to the Superintendent at such times as shall be appointed by him, which shall be the same as are now required to be made by the County Clerks, with such additional information as he shall require.” [Laws of 1843.]

The School Laws of the State of New-York are the result of many experiments and upwards of *forty years' legislation*; and the above quotations show how fully the adequate authority of the Executive Government is recognized and maintained in regard to all the regulations and proceedings of the State School System. But, I think, it is more congenial with our system of Government to place in the hands of the Governor in Council that power in regard to the removal of a District Superintendent which the law of the State of New-York gives the Superintendent of Common Schools. There it extends even to *competency or fitness* for office; in the accompanying Draft of Bill it is proposed to extend it only to *misconduct*.

The *thirteenth* Section of the annexed Draft of Bill provides for making, at the discretion of the Governor in Council, the Treasurers of District Funds,

the Treasurers of the District School Funds also. I suggested this provision in my Report on the School Bill of the 3rd of March last ; but stated that as some, if not most of the District Treasurers received per centage on the moneys which passed through their hands, a loss would be sustained by such a provision unless a special arrangement could be made exempting School moneys from such a draw-back. Since then an Act has been passed changing the tenure of the office of District Treasurers ; and I believe most, if not all, the District Treasurers now receive fixed salaries. I think that it will now be practicable to carry the thirteenth Section of the annexed Draft of Bill into execution, (should it become a law) without any loss to the School Fund, and with advantage to the School system.*

It is not considered good policy in any other Department of the Public Service, to unite in the same person the three offices of Treasurer, Auditor and Paymaster. Yet it is so in our School system. The District Superintendent is made the Treasurer of the School Fund of the District ; he judges of the propriety of all orders and claims made upon that Fund ; and he pays them or not as he thinks proper. Now, as a general rule, it is an advantage for one to have such funds in his hands, and to retain them as long as possible, especially if he is engaged in or connected with any kind of business. It is his interest, therefore, to defer the payment of claims upon funds in his hands as long as possible, or the notification of them to parties concerned ; and the local administration of the School Act presents numerous opportunities and pretexts for procrastination in both these respects. Many complaints have, down even to the present month, been made against Township Superintendents for delaying, on various grounds, the payment of School Funds in their hands. Whether any one of these complaints is well founded or not, I have no means of knowing ; but assuming them to be ill-founded, as I hope they are, is it proper to place Superintendents of Common Schools in circumstances in which they are liable to such imputations and suspicions without any means of disproving the injustice of them ? To District Superintendents no such suspicions can attach ; for they have, as yet, had nothing to do with the payment of the School Fund to Teachers. But under the present Statute, they are about to assume this part of the duties of the abolished office of Township Superintendents. It will now be the duty of the Common School Superintendent of each District to pay out in detail all the Common School Funds of such District. It is, therefore, a question whether he should continue to be the Treasurer of School Funds, or whether they should not be placed in the hands of the ordinary Treasurer of the District, payable to School Teachers on the orders or cheques of the District Superintendent. According to the latter mode, there would be the most effectual provision for correct accounts of the expenditure of the School Fund, and for its prompt payment to parties entitled to it—the best security against any abuses in connexion with its application, and against attacks or suspicions unfavourable to any District Superintendent. Should the thirteenth Section become law it would, of course, not be necessary for a District Superintendent, any more than the Provincial Superintendent, to enter into bonds with two or more sureties for the faithful performance of his duties. The amended law of the State of New-York is the same as that which is

* This clause passed the House of Assembly, but was lost in the Legislative Council.

proposed in the thirteenth Section of the annexed Draft of Bill. It is as follows:—"The sum annually to be distributed for the encouragement of Common Schools shall be paid on the first day of February, in every year, on the warrant of the Comptroller to the *Treasurers* of the several Counties and the Chamberlain of the City of New-York."

But, still, I do not propose that the power given by the thirteenth Section of the annexed Draft of Bill should be exercised, unless where the change of District Treasurership of the School Funds can be made without any additional charge upon them.

The *fourteenth* Section of the annexed Draft of Bill provides for the appointment of the Mayor of the City of Toronto as member of the Board of Education. The reason for this appointment is, that the Provincial Normal School is established at Toronto, and the Model School connected with it will be composed of children resident in the City. The City will, therefore, have a peculiar interest in the Provincial Normal School, and its authorities may yet feel themselves called upon to contribute something towards its support. The authorities of the City of Albany provide the buildings for the Normal School of the State of New-York. Under these circumstances, I think it very proper that the Chief Magistrate of the City of Toronto should be a member of the Board of Education.

I have thus explained, as fully as appears to me necessary, and as briefly as the nature of the subjects involved would admit, the principal provisions of the annexed Draft of Bill, and which I most respectfully submit to the favourable consideration of the Governor-General in Council, with a view to its introduction into the Legislature, in order to establish a proper system of Schools in Cities and Towns in Upper Canada, and to remedy the defects which have been referred to in the Common School Act, 9th Vic.; cap. xx.

I have the honor to be, &c.,

EGERTON RYERSON.

The Hon. D. DALY, M. P. P.

Secretary of the Province, Montreal.

BOARDS OF EDUCATION—THEIR ORIGIN, CONSTITUTION, AND OBJECTS.

As imperfect and erroneous notions appear to exist relative to the appropriate functions of Boards of Education, it will be useful, and we trust acceptable, to give some account of their origin, constitution and objects in connexion with a system of public elementary instruction. In this connexion, they are of American origin; and from the United States have been incorporated into the Common School system of Upper Canada. We refer not here to such a body as the *University of France*—which stands at the head of the entire system of University, Collegiate and Primary instruction—presided over by a Council of six, each Councillor having charge of one or more divisions of public instruction, and over which Council presides a Grand Master, or Minister of Public Instruction; or as the *Ministry of Public Instruction* in Prussia, which has been separated from that of the State since 1817, and which is divided into several sections, having the oversight and direction of the whole system.

of Education in the kingdom, from the primary Schools up to the Universities. In both these countries, each section or division of public instruction has a head, and the whole system is administered by individual heads of departments. Nor do we refer to such a Board as the Commissioners of National Education for Ireland. For though their functions are limited to primary instruction, they alone constitute the machinery of elementary instruction in that country. In both Prussia and France, the provinces, regencies and parishes, the departments, arrondissements and communes, co-operate in the elementary School system as do our District Councils and School Sections ; but in Ireland the local Municipal bodies have nothing to do with the School system ; the social state of the country unfits it for such Municipal co-operation ; and the Board alone educates, determines the rank and scale of salaries to teachers, appoints the School Inspectors, publishes the School books, and controls all the School houses aided by the Parliamentary grants. The system is simple, central, magnificent, powerful ; its School publications are unrivalled, as its principles are Christian and catholic ; but it is necessarily expensive—the current expenses of Officers, salaried Commissioner, Secretaries, Clerks, &c., being upwards of £6000 sterling per annum, independent of the expenses (£7000 sterling per annum) of the Normal and Model Schools, and about £4000 per annum over and above the receipts, expended in the publication of books ; and its mode of administration is foreign to the local institutions, circumstances and habits of the people of this country. The Board was not created to execute a law, but to be a law ; it was established and existed fifteen years under the authority of a Royal despatch, not to administer a prescribed system defined by law, but to create a system ; and it is the sole, absolute moving power of that system. The powers exercised by local patrons are given, not by statute, but by the Board itself, and can be modified at its pleasure. The Board expends the Parliamentary grants upon terms of its own prescribing ; nor is a sixpence given to a Teacher not on its own list, nor an Inspector of Schools employed except by its own appointment, nor is there any local School authority except by its own creation. It can hardly be expected that the local Councils in Upper Canada would be willing to relinquish the powers which they possess in our School system to a central Board appointed by the Crown—like that in Dublin, and designed for a state of society like that of Ireland.

The Boards of Education of which we propose to speak are those which have become a part of the Common School systems from which we have chiefly borrowed, and which have not as yet deducted a farthing from the School Fund of any country. The first of these Boards was created in the State of Massachusetts in 1837—an example which has been followed by the State of Maine, while the States of Rhode Island, New Hampshire, and Vermont, have followed the New-York State model in having a State Commissioner or Superintendent.

The system of Common Schools in these States is peculiar. For more than a century each town or township of six miles square has been required by the law of the State to have a School or Schools of a certain rank so many months in the year, according to the population—and for the support of these Schools every inhabitant was made liable according to his property. In case of the requirement of the law being neglected, the dissatisfied inhabitants desiring education for their children could complain to the Grand Jury of their county, and the delinquents would surely be indicted and fined. The remedy was so

certain and effectual, and the desire for education so general, that in very few instances have the requirements of the law been disregarded; in most instances they have been exceeded. But still, the system was not a *state*, or even *county*, it was only a *town* system. The ordinary courts of law were the only School authorities beyond the town committees. Each town had no higher standard for Schools than that furnished by itself. The Schools had therefore remained stationary for more than half a century, and were falling behind the wants of the age, when, to supply to some extent the desideratum of a central and general system by the diffusion of useful knowledge, a Board of Education was established in the State of Massachusetts in 1837; and as that Board is the model after which others have been established, we will quote entire the Act creating it. It is as follows:—

“SECT. 1. His Excellency the Governor, with the advice and consent of the Council, is hereby authorized to appoint eight persons, who, together with the Governor and Lieutenant Governor *ex officio*, shall constitute and be denominated the Board of Education; and the persons so appointed shall hold their offices for the term of eight years: *Provided*, the first person named in said Board shall go out of office at the end of one year, the person next named shall go out of office at the end of two years, and so of the remaining members, one retiring each year, and in the order in which they are named, till the whole Board be changed; and the Governor, with the advice and consent of the Council as aforesaid, shall fill all vacancies in said Board, which may occur from death, resignation, or otherwise.

“SECT. 2. The Board of Education shall prepare and lay before the Legislature, in a printed form, on or before the second Wednesday of January, annually, an abstract of the school returns received by the Secretary of the Commonwealth, and the said Board of Education may appoint their own Secretary, who shall receive a reasonable compensation for his services, not exceeding one thousand dollars per annum,

and who shall, under the direction of the Board, collect information of the actual condition and efficiency of the Common Schools, and other means of popular education, and diffuse as widely as possible throughout every part of the Commonwealth, information of the most approved and successful methods of arranging the studies, and conducting the education of the young, to the end that all children in this Commonwealth, who depend upon Common Schools for instruction, may have the best education which those schools can be made to impart.

“SECT. 3. The Board of Education, annually, shall make a detailed report to the Legislature of all its doings, with such observations as their experience and reflection may suggest, upon the condition and efficiency of our system of popular education, and the most practicable means of improving and extending it.

“SECT. 4. For the Salary of the Secretary of the Board of Education, provided for in the second section of this act, the Governor is authorized to draw his warrants from time to time, as the same may be required.”

(Passed in 1837.)

In the following year the Legislature passed three Acts relating to the Board of Education—the one compensating its members for their expenses, the second authorizing the Board to prepare blank forms and inquiries to be filled up and answered by School Committees—and directing that the returns to these inquiries should be made to the Secretary of State, and an abstract of these returns be made under the direction of the Board “in the office of the Secretary or the Commonwealth;” and the third Act prescribing the duties and increasing the salary of the Secretary of the Board, and is as follows:—

“SECT. 1. The Secretary of the Board of Education, in addition to the duties re-

quired of him by the act establishing the Board of Education, shall, once in each

year, at such times as the Board of Education may appoint, attend in each county of the Commonwealth a meeting of all such teachers of public schools, members of the school committees of the several towns, and friends of education generally in the county, as may voluntarily assemble at the time and place in the county designated by the Board of Education, of which sufficient notice shall by him be given; and shall then and there diligently apply himself to the object of collecting information of the condition of public schools of such county, of the fulfilment of the duties of

their office by all members of the school committees of all the towns, and the circumstances of the several school districts in regard to all the subjects of teachers, pupils, books, apparatus, and methods of education; with the intent of furnishing all requisite materials for the report by law required from the Board of Education.

SECT. 2. The compensation of the Secretary of the Board of Education shall be one thousand five hundred dollars per annum, to be made in equal quarterly payments.

SECT. 3. This act shall take effect from and after its passage. (*Passed in 1838.*)

Such are the powers of the Massachusetts Board of Education. It will be perceived that the Board has nothing whatever to do with the administration of the Common School law; but that the sole objects of its establishment were to collect and diffuse useful knowledge in the most popular and impressive methods for the improvement of the Schools generally. The annual County School Meetings held by the Secretary of the Board, and his able lectures (of which he has published a volume), together with his elaborate annual reports, have already resulted in a very great improvement in the Schools of that State. He has also edited the *Common School Journal*; but the journal itself is published by a private Book establishment in Boston, and for its contents the Board of Education are not responsible. In 1838 a wealthy and philanthropic citizen, T. Dwight, Esquire, placed at the disposal of the Hon. Horace Mann, Secretary of the Board of Education, the sum of \$10,000, upon condition that the Commonwealth would contribute the same amount, to be disbursed under the direction of the Board in qualifying Teachers of Common Schools. The Senate and Assembly, by a joint resolution, accepted the proposal, and other similar proposals since; and the result is the establishment of three State Normal Schools—two male, and one female. The Board has also recommended a series of books for school libraries, published by a Bookseller in Boston. Thus the Board has charge of the State Normal Schools—recommends library school books—collects and diffuses useful information, and makes practical suggestions as to schools; but, though including the Governor and Lt. Governor among its members, does not as a Board administer the school law of the State.

The system of management which obtains in the other New-England States, may be inferred from the following concluding paragraphs of the Report of the Massachusetts Board of Education, dated Dec. 4, 1846:—

“We cannot conclude this Report without submitting a few remarks rather of rejoicing than of pride at the changes which have followed the educational policy of our own Commonwealth, in other States.

“In the State of Rhode Island, under the auspices of that distinguished educationist, Henry Barnard, Esq., State Com-

mon School Commissioner, the whole school system has been reorganized and greatly improved; a wise and efficient school law enacted, and a public sentiment thoroughly revolutionized. Few States, if any, are now animated by a better spirit, or promise more favourable results, on this subject, than the State of Rhode Island.*

* The School law of the State of Rhode Island, which the Massachusetts Board of Education term “wise and efficient,” confers upon the Commissioner of Public Schools

"During the reorganization of the Maine Legislature, a Board of Education for that State was established. Its constitution bears a strong resemblance to that of the Massachusetts Board of Education, and its objects are identically the same. In order to carry on its work with more system and vigor, the Board is empowered to appoint

and employ a Secretary, whose whole time is to be devoted to the improvement of the schools.

"At its last session, the Legislature of the State of New Hampshire, also, appointed a Common School Commissioner; and, in the act establishing the office, it is expressly provided that the Commissioner

much greater powers than are possessed by the Superintendent of Schools for Upper Canada. The Act which was passed in 1844, provides that the Commissioner shall be appointed by the Governor of the State, and defines his duties as follows:—

"§ III. The Commissioner of Public Schools is authorized, and it is made his duty—

"¶ 1. To apportion annually, in the month of May, the money appropriated to public schools, after deducting such sums as may be specifically appropriated by the General Assembly, among the several towns of the State, in proportion to the number of children under the age of fifteen years, according to the census taken under the authority of the United States, next preceding the time of making such apportionment.

"2. To sign all orders on the General Treasurer, for the payment of such apportionment in favour of the treasurer of such towns as shall comply with the terms of this act, on or before the 1st July annually.

"3. To prepare suitable forms and regulations for making all reports, and conducting all necessary proceedings under this act, and to transmit the same, with such instructions as he shall deem necessary and proper for the uniform and thorough administration of the school system, to the Town Clerk of each town, for distribution among the officers required to execute them.

"4. To adjust and decide, *without appeal* and without cost to the parties, all controversies and disputes arising under this act, which may be submitted to him for settlement and decision; the facts of which cases shall be stated in writing, verified by oath or affirmation if required, and accompanied by certified copies of all necessary minutes, contracts, orders, and other documents.

"5. To visit as often and as far as practicable, every town in the State, for the purpose of inspecting the Schools, and diffusing as widely as possible by public addresses, and personal communication with school officers, teachers, and parents, a knowledge of existing defects, and desirable improvements in the administration of the system, and the government and instruction of the schools.

"6. To recommend the best text books, and secure, as far as practicable a uniformity, in the schools of at least every town; and to assist, when called upon, in the establishment of, and the selection of books for school libraries.

"7. To establish at least one Model School and Teacher's Institute in each county, and one thoroughly organized Normal School in the State, where Teachers, and such as propose to teach, may become acquainted with the most approved and successful methods of arranging the studies, and conducting the discipline and instruction of public schools.

"8. To appoint such and so many inspectors in each county, as he shall from time to time deem necessary, to examine all persons offering themselves as candidates for teaching public schools, and to visit, inspect, and report, concerning the public schools, under such instructions as said Commissioner may prescribe; *Provided*, that as far as practicable such inspectors shall be, or shall have been, experienced teachers, and shall serve without any allowance or compensation from the General Treasury.

"9. To grant certificates of qualification to such teachers as have been approved by one or more county inspectors, and shall give satisfactory evidence of their moral character, attainments, and ability to govern and instruct children.

"10. To enter, or cause to be entered, in proper books to be provided for the purpose in his office, all decisions, letters, orders on the Treasurer, and other acts as Commissioner of Public Schools; and to submit to the General Assembly at the October session, an annual report containing, together with an account of his own doings,—

"First,—A statement of the condition of the public schools, and the means of popular education generally in the state;

"Second,—Plans and suggestions for their improvement;

"Third,—Such other matters relating to the duties of his office, as he may deem useful and proper to communicate."

shall spend at least twenty weeks, each year, in visiting the different counties, delivering addresses, &c. He is to prepare blank forms for the schools, make an annual report, and perform other services incidental to so important an office.

"In the autumn session of 1845, the Legislature of Vermont reorganized its whole system. It adopted the general features of the system under which the State of New-York, within the last few years, has made so gratifying and astonishing advances in the career of improvement. The distinguishing feature of this system is, a provi-

sion for the appointment of a State Superintendent for the State, of one or more County Superintendents for each county, and of a Town Superintendent for each town.

"Thus five of the New England States are now zealously engaged in the promotion of a cause, from which posterity will receive ampler and more precious blessings, than if they were to inherit from their ancestors the richest mines of silver and gold, imbedded in a soil spontaneously teeming with the choicest productions of the earth."

It will thus be seen that two out of the six New-England States administer their school laws as other laws, without any general superintendence—their local and ancient social institutions not admitting of it; but that they have Boards of Education for limited and special purposes; while the other four States have adopted the system of the State of New-York in having a General Superintendent or Commissioner.

When it was determined to establish a Normal School for the State of New-York, the following provision was made for its management:—

"By chap. 31f, Laws of 1844, the sum of \$9,600 is appropriated for the first year, and \$10,000 annually for five years thereafter, and until otherwise directed by law, for the establishment and support of a 'NORMAL SCHOOL for the instruction and practice of Teachers of Common Schools in the science of education and in the art of teaching.' This institution is required to be located in the county of Albany; and is to be under the supervision, management and direction of the Superintendent of Common Schools and the Regents of the University, who are authorized and required 'from time to time to make all needful rules and regulations; to fix the number and compensation of teachers and others to be employed therein; to prescribe the preliminary examination, and the terms and conditions on which pupils shall be received and instructed therein—the number of pupils from the respective cities and counties, conforming as nearly as may be to the ratio of population—to fix the location of the said school, and the terms and conditions on which the grounds and buildings therefor shall be rented, if the same shall not be provided by the corporation of Albany; and to provide in all things for the

good government and management of the said school.' They are required to appoint a board, consisting of five persons, including the Superintendent of Common Schools, who are to constitute an executive committee for the care, management and government of the school, under the rules prescribed by the Board of Regents. Such executive committee are to make full and detailed reports from time to time to the Superintendent and Regents, and among other things to recommend such rules and regulations as they may deem proper for said schools.

"The Superintendent and Regents are required annually to transmit to the Legislature an account of their proceedings and expenditures, together with a detailed report from the executive committee, relating to the progress, condition and prospects of the school.

"Executive Committee.—Hon. Samuel Young, State Superintendent, Rev. Alonzo Potter, D. D., Rev. Wm. H. Campbell, Gideon Hawley, and Francis Dwight, Esqrs."—*Mr. Randall's Digest of the Common School System of the State of New-York*, p. 335.

The Regents of the University are a body which have been in existence more than sixty years—their sixtieth annual report having been printed. They consist of the Governor, Lieut. Governor, and Secretary of State, or *officiis*, and twenty other members, appointed for life; and have the visitation of all Colleges and Academies receiving aid from the State, and the appropriation of money for books, apparatus, and the aid of Colleges and Academies upon certain conditions; but have no connexion with the administration of the Common School law beyond the regulations and appointment of the Committee for the management of the State Normal School. It was after this example that the Board of Education for Upper Canada was constituted—giving the Superintendent of schools in Upper Canada less, and the Board more power, than in the State of New-York; the Committee there having nothing to do with school books, they being among the instructions of the Superintendent,—to whom also the annual reports of the Executive Committee are made, the Superintendent countersigning them and expressing his concurrence in them; nor are the Executive Committee or even Regents of the University authorised to do any thing in the administration of the Common School law, or even to give advice to the Superintendent if he should ask it. They were constituted for other purposes; and were no more constituted for the general administration of the school law, than was the Council of King's College at Toronto.

We have thus given the origin, constitution and objects of the State Boards and Committees of Education in the countries from which the Canadian school system has been derived. In every instance do those Boards include the Governor or responsible head of a department of each State in which they are established; in no instance are they connected with the general administration of the school law; in no instance are they invested with as large powers as have been conferred on the Board of Education for Upper Canada; and in every instance are the powers of the State Commissioner or State Superintendent of schools greater in the United States than those which have been conferred upon the Superintendent of schools for Upper Canada.

The inquiry may arise in the minds of some readers, why it is that in every free country, both European and American, both monarchical and republican, where a general system of elementary instruction has been established by legislative enactments, its administration has been placed in the hands of an individual head of a department, and in no instance in the hands of a Board or Committee? The answer is obvious, that the administration of a law by a Board is at variance with the practice of free governments in all their ordinary departments, and is the principle of irresponsible oligarchy, while the administration of it by a salaried head of a department is an essential element of the principle of practical responsibility. How can the principle of personal responsibility be applied to the acts of a Board? Is the Council Board of King's College, Toronto, responsible? Not only is personal responsibility divided, but it cannot be known what individual members have or have not been parties to particular acts; nor can any penalties be justly inflicted upon unsalaried persons for what is gratuitously performed. But an individual head of a department can be called upon to account for every thing that he does; and his acts can be arraigned before the Government or Legislature, and he be dismissed for any neglect of duty, or abuse, or improper exercise of power. Acting under a responsibility in which his character and prospects in life are involved, an individual will not only seek the best information from men and

books, but act with corresponding education and energy. The only way to have this principle of effective responsibility applied to a Board, is to have each member of it the recipient of a salary—to require that its acts should be unanimous, and of course the attendance of its members unanimous, and that each member should be responsible for every act. This, however, would be a departure from the ordinary practice of responsible government by heads of departments—would greatly increase expense—would impede if not, in many instances, altogether obstruct the performance of administrative duties—would be a fruitful source of discord; while the dismissal of a number of men for an individual act would be attended with inconvenience in various respects.

The reason is, therefore, obvious why our successive administrations of Government since the Union of the Canadas, acting upon the principles of practical responsibility, have provided both in law and practice that the new department of elementary instruction should be administered as are other departments; and the nature of the case, as well as the practice of other countries, has suggested the propriety of the provision of the present School Act, in separating the department of elementary instruction from any political office, as had been done in Lower Canada, while the responsibility of it is greatly increased by the many additional and important duties attached to it.

CONVENIENT MODES OF PAYING THE SCHOOL FUND TO TEACHERS.

It has been objected that the payment of the School Fund by District Superintendents alone, is attended with inconvenience to Teachers. We have heard of this objection in but two or three Districts; and in every case it is, as a general rule, in the power of all parties concerned to pay the school money with even less inconvenience to the recipients, and certainly with much greater advantage to the Fund, than under the former system in which there were as many Treasurers and Paymasters as there were Townships. In such an army of officers there must be not only great expense, but, judging from the past, many delinquents, and not a few defaulters. In every such case, the Teacher is the loser; and inconvenience, if not loss, is inflicted upon School Trustees. It is not surprising, therefore, that in the great majority of Districts the present system, with all the inconvenience of its newness, is preferred to the former one. But there are two modes in which District Superintendents can pay School Moneys to Teachers with comparatively little inconvenience.

1. The School Fund is payable half-yearly; the Legislative Grant part of it payable in August—the Council Assessment part of it payable in December. We assume that every District Superintendent, for both safety and convenience, has his Banker. If then a Teacher enclose by letter, to the District Superintendent, an order from his Trustees for the money due their Section, the District Superintendent can enclose back a cheque upon his Banker for the amount of the order, and the cheque will be the same to the Teacher as a Bank Note for

the amount, and will be readily adjusted by any bank in the vicinity. When the District Superintendent balances his accounts with his Banker once in three or six months, he will receive back his cheques with the Bank endorsement upon them as having been paid; and in submitting his accounts to the Auditing Committee of the District Council, the orders of the Trustees will be his authority for paying the money, and the endorsed cheques will be his vouchers for having paid it. In that case the usual receipts from Teachers will not be necessary. In most of the Districts in Upper Canada, the Superintendent of Schools, during a recent tour, mentioned this mode of paying the School Fund to Teachers, and he was assured that, as a general rule, it would be a very convenient and satisfactory mode of paying school moneys; that to some Teachers in Townships remote, the District Superintendent was accustomed to enclose the money by mail, or by their authorised agents, when they did not call themselves; but that these were exceptions to the general rule. The general rule should, of course, be our guide, and not the exceptions.

2. There is, however, a more convenient and useful mode still of paying the School Fund to Teachers. Let the District Superintendent have a half-yearly School Lecture and School Teachers' Convention in each Township in his District; and at the same time let him pay the Teachers of such Township, (on their presenting the orders of their respective Trustees), the half-yearly instalment of the District School Fund.* What an opportunity is thus presented for mutual consultation and advice—for devising means to improve the Schools—for exciting interest in Common School Education, and in the diffusion of useful Knowledge! It is by such means that the County Superintendents in the State of New-York have been instrumental, during the last five years, of changing the aspect of the schools, and even the character of the Teachers, and of elevating the public mind upon the great subject of Common School Education. This was stated in the last number of this Journal (under the head of "Office of District Superintendents") in an extract from the N. Y.

* The Superintendent of Schools, during a late provincial tour, was informed by several District Superintendents that they had given public notice and visited each Township of their respective districts, at the time appointed, and paid the Teachers of such Township the amount due them from the first half-yearly instalment of the School Fund for 1847. This punctual and uniform mode of paying the school moneys, we are assured would be much preferred by Teachers and Trustees to the old mode of having the District School Fund parceled out to persons in the several Townships. The chief difference between the duties of District Superintendents under the new and old act is that by the new act they are required to distribute and pay the District School Fund to Sections instead of Townships;—(for the late act required District Superintendents to visit Schools as often as the present act;)—and for this difference District Councils have added considerably to their salaries—certainly not so much as should have been added; and for this additional allowance, it was, of course, expected that District Superintendents would render the present mode of paying school moneys as convenient to Teachers as the former mode. We believe District Superintendents have done so in the great majority of cases; and had it been done so in every instance, no objection could have been made to the provisions of the act on this point. But it requires a little time to bring even the most simple and best system into complete operation.

State Superintendent's Report of 1844. The State Superintendent remarks in the same Report :—

“Through frequent and periodical meetings of town and county associations of teachers and friends of education, the improvements adopted in any one school district, are made known to all; and the experience, observations and suggestions of each county superintendent communicated to all. By these means the streams of popular education, purified at its source, and relieved from many of its former obstructions, is dispensing its invigorating waters over a very large portion of the state.”

In the State of New-York each County Superintendent is required to visit all the schools under his charge twice in the year, and to make a report of both his summer and winter visitations. There should be no drone or idler among the overseers of our public education. The Provincial Superintendent is willing to work to the utmost of his strength and ability; and he wishes to see industry and energy characterise the supervision of our entire school system. Every District Superintendent should feel as if each child attending the Common Schools of his district were his own—as if each school were for the education of his own family—and that he is responsible to God and to the country, and even to future ages, for the moral, and, to a considerable extent, the intellectual character of each teacher, and, in no small degree, the efficiency of each school under his supervision. His heart, his powers, his best labours should be for the youth of his district, in the spirit of the noble Dinter—the devoted Prussian School Inspector—“I promised God that I would look upon every Prussian peasant child as a being who could complain of me before God, if I did not provide him the best education, as a man and a Christian, *which it was possible for me to provide.*” The following excellent observations of the Superintendent of Common Schools for the State of New-York, are as applicable to Upper Canada as to that State :—

“The correct and harmonious movements of the school machinery of this State depend to a very great extent upon the proper selection of local Superintendents. However judicious any system may be in theory, yet the perfection of its practical operation is graduated by the skill and ability of those to whose care is committed its administration. Among the various systems which might be devised, it would hardly be a figure of speech to pronounce that—

‘What ever is best administered is best.’

“The ability, zeal and singleness of purpose of any set of officers, even under an imperfect and disjointed system, might accomplish much good; and without these indispensable qualifications, the most simple and perfect organization would prove a failure.

“Hitherto the Supervisors [analogous to our District Councillors] have, with some few exceptions, appointed individuals as County Superintendents who were highly qualified for the station; and in

canvassing the State, it will be found that in all those counties where the most happy selections have been made, the popularity of the system is most firmly established. That these officers by a capable and zealous discharge of their duties, can confer benefits infinitely more valuable than their meagre compensation, begins to be understood; and it is fervently hoped that in every selection hereafter to be made, the most competent individual, without reference to sect or party, will be selected. On such a subject, where the good of their children is at stake, men should dismiss their narrow prejudices, and tear in sunder the shackles of party. They should consult only ‘the greatest good of the greatest number’ of the rising generation. They should direct their preferences to those only who are the ardent friends of youthful progress—to those only, the smoke of whose incense offered in this holy cause, daily ascends to heaven; and whose lips have been touched with a burning coal from the altar.”—*Annual Report of 1844*, p. 24.

PROGRAMMES OF LECTURES IN THE NORMAL SCHOOL FOR UPPER CANADA.

Last month we made some remarks on this most important Institution, and observed that its success thus far had exceeded the expectations of its founders—the number of Students already exceeding *forty*. We may now add *fifty*; and several applicants for admission have been advised to defer entering the School until the commencement of the second or Summer Session,—which will be in May.

Arrangements have been completed for opening the MODEL SCHOOL on the 21st February; when the Students in the Normal School will have the additional advantage of witnessing examples and engaging in exercises of practical teaching—thus reducing to practice the instructions which they receive in the exercises and lectures of the Normal School. We may also remark, that a Music Master has been employed to teach the Normal School Students Hullah's System of Vocal Music.

In the mean time, we give the programmes of the Lectures which have been delivered since the commencement of the Normal School by Mr. ROBERTSON, the very able and most efficient Head Master, and by Mr. HIND, the excellent Mathematical Master and admirable Lecturer in Chemistry and Natural Philosophy. No person can reflect upon the course of instruction embraced in the following programmes of Lectures without being deeply impressed with the immense advantages which will be conferred upon Upper Canada by having its School Masters trained in the Provincial Normal School.

The HEAD MASTER devotes *five hours* per day to Lectures, according to the following programme :

Every morning, 9 to 10—Philosophy of Grammar, Parsing.

Three days in the week, 10 to 11—Geography; Mathematical, Physical, and Political.

The other two days, 10 to 11—Art of Reading.

Two days in the week, 11 to 12—Linear Drawing.

The other days, 11 to 12—Lessons on Reasoning.

Every day, 12 to 1—An *extra* hour devoted to the instruction of the Junior Class in Grammar and Mathematical Geography.

Three days in week, 2 to 3—History.

Two days in week, 2 to 3—Trigonometry, with a view to Land Surveying; occasionally, method of Teaching 1st Book of Lessons.

Saturday, 9 to 10½—Repetition.

Music—Mode of Teaching Writing—Writing from dictation—Exercises in Composition—Orthography—Derivations of Words—Philosophy of Education—Practice of Teaching, about to be commenced.

Mr. HIND devotes *four hours* per day to Lectures, besides preparing his experiments. He has delivered Lectures during the last three months on the following subjects :—

Geometry—Algebra—Science and Practice of Arithmetic.

Electricity, (including Machine and Galvanic Electricity, &c.)

Magnetism—Heat—Mechanics, (Statics.)

Agricultural Chemistry ; comprehending the nature of the substances which enter into the composition of Vegetables, the sources from which those substances are derived ; the origin and composition of soils ; the conditions necessary for producing a luxuriant vegetation, &c. &c.

The following Scheme affords an illustration of the time and subject of each Lecture during the period of one week :—

MONDAY, WEDNESDAY, and FRIDAY.

2 to $\frac{1}{2}$ to 3, P.M.—2nd Division, Geometry.

$\frac{1}{2}$ to 3 to 4, P.M.—1st and 2nd Division, Science and Practice of Arithmetic.

6 to 7, P.M.—do. do. Mechanics.

7 to 8, P.M.—do. do. Agricultural Chemistry.

TUESDAY and FRIDAY.

2 to $\frac{1}{2}$ to 3, P.M.—2nd Division, Algebra.

$\frac{1}{2}$ to 3 to 4, P.M.—1st and 2nd Division, Geometry.

6 to 7, P.M.—do. do. Algebra.

7 to 8, P.M.—do. do. Agricultural Chemistry.

SATURDAY.

$\frac{1}{2}$ past 10 to 12—Repetition.

PROCEEDINGS OF DISTRICT COUNCILS.

HOME DISTRICT COUNCIL.

BUILDING SCHOOL-HOUSES—DIAGRAMS OF SCHOOL SECTIONS.

Extracts from the first Report of the Standing Committee on Education.

TO THE HOME DISTRICT COUNCIL.

“The standing Committee on Education beg to report upon the various petitions referred to them as follows :—Twenty-two of those petitions were applications to the Council, from the Trustees and others of their respective school sections ; praying the Council to assess the resident inhabitants, for the purpose of building School-

houses, which request has been complied with, and the sum of one hundred and seventy-three pounds eleven shillings and one penny half-penny has been ordered to be raised by taxing the applicants for that purpose. In addition to this the sum four hundred and fifty-five pounds loaned to five school sections in January 1847, for a like purpose, has been ordered to be raised by Assessments in order to reimburse the District for the money then advanced ; and the sum of two hundred and sixty-eight pounds eighteen shillings and seven pence

half-penny has been ordered to be paid, by the Treasurer, to such school sections where school-houses had been erected in anticipation of the funds to be derived from taxes now imposed.

"Your Committee beg to call the attention of the Council to the want of diagrams of each Township, showing its divisions into school sections, and the necessity that exists for the Clerk to be supplied with correct plans, without delay, as otherwise it will not be in his power to furnish the information required by the Assessors, to

enable them to make out the Rolls for school section Assessment.

"The Committee, therefore, recommends that a coloured diagram of each Township, exhibiting its divisions for school purposes, be furnished by the Councilors of the Township to the Clerk, as soon as the same can be prepared, together with a written description of the lots or parts of lots, composing the present sections, that the Assessors may be enabled to make correct returns of the persons being in them."

[*Remarks by the Jour. of Ed.*—It appears from the above extracts, that Petitions were presented to the Council for the imposition of taxes, to erect no less than twenty-two school-houses; and we understand the petitions for taxes to erect more than twice that number were presented at the next preceding session of the Council. These facts speak strongly in favour of the interest which the inhabitants of the Home District are beginning to take in their common schools. It is likewise gratifying to observe that the Council, in not only imposing taxes for the erection of school-houses, but also in having directed the District Treasurer to advance money in anticipation of their collection, has proceeded in an enlightened and patriotic spirit.

Around the walls of the Council-room of the Colborne District, the writer of these remarks observed, a few months since, coloured maps of the several Townships of the District, exhibiting the concessions, roads, &c., and diagrams of the school sections, and parts of sections, in each—the whole having been prepared with skill and taste by the indefatigable Clerk of the Council—Walter Sheridan, Esquire.]

[It is pleasing to observe from the minutes of the proceedings of the Home District Council, that the three improvements recommended in the following extracts of the second report of their Educational Committee have been sanctioned—the first to secure the payment of the school assessment before the end of the year—the second to prevent the alterations of school sections at another period than the beginning of each year—the third to impose an assessment for the entire salary of a Teacher in any school section the inhabitants of which, through the Trustees, may desire it. Should every District Council proceed in this manner, the advantages to our schools throughout Upper Canada would be incalculable.]

Extracts from the second Report of the Committee on Education on Dr. Ryerson's Circular, &c. &c. &c.

"The standing Committee on Education beg to report that they have had under their

serious consideration the various matters alluded to in the circular letter of the Superintendent of Common Schools. That in order to insure the receipt of the money applicable to the payment of Teachers within the year in which it is assessed, they have

submitted to the Council an amendment to By-Law No. 25, inflicting as a penalty upon Collectors not making their returns by the third Tuesday of December, in each and every year, the loss of one-half of their commission, a measure which they trust will produce the desired effect.

"The inconvenience, embarrassment, and trouble arising from alterations in the boundaries of school sections taking effect at any other period than the commencement of a year is so manifest, that your Committee have felt it necessary to draft a bill for its prevention, which is now submitted for the approbation of the Council. Your Committee also recommend that for the future in ordering assessments for school-houses, the locality of the school-house proposed to be erected should be designated in the By-Law authorizing such assessment.

"The most important question, however, in the opinion of your Committee, is that which arises from the plan proposed in the circular above alluded to, of supporting common school education according to

property, by empowering the Trustees to levy rate-bills on the rateable property of all residents in their school sections, instead of confining the charge to the parents or guardians of the children in attendance at the schools. The amount of money raised by rate-bills in 1845 and 6 as appears by the common school report for that year was £5,366 2s. 6d. Your Committee are not prepared to recommend raising so large a sum by assessment, neither can the Council confer the power on Trustees to enable them to levy by rate-bill on all the property in a school section, but the course your Committee deem advisable to pursue is to declare the willingness of the Council to assess the resident inhabitants of any school section for the payment of the Teacher's salary, &c., whenever an application for that purpose shall be made by the Trustees stating such to be the desire of a majority of the inhabitants in the section.

"All of which is respectfully submitted.

(Signed) W. GAMBLE,
Chairman."

GORE DISTRICT COUNCIL.

Honourable Proceeding.—We are glad to find the following recommendation, in the Auditor's Report presented on the 1st instant, to the Gore District Council:—"When arranging the assessment for school purposes, for the current year, we beg to suggest, that beyond the sum needed, with expenditures, a levy should be made for £311 6s. 2d., being the amount that the District School Fund is now in arrear, arising from the deficient levy of past years."

COLBORNE DISTRICT COUNCIL—NATIONAL SCHOOL BOOKS.

Should all the District Councils in Upper Canada pursue the same course with the Council of the Colborne District, in respect to School Books, one of the most important improvements in Schools which any country has witnessed would soon take place in this Province. The following resolution was adopted at the recent session of this Council:—

"That the District Clerk be, and is hereby authorised to address a Circular to the Trustees of each School Section in the District, apprising them that the books of the 'National Board in Dublin,' are now procurable at several places in Peterbo-

rough and other parts of the District, and that the District Council have resolved to recommend, that, as the school books at present in use in the several schools, become worn out or lost, they be replaced by the National School books, and no others."

ON THE EXTENSION OF TRUSTEES' TERM OF OFFICE TO THREE YEARS.

The election of Trustees for School districts for a term of three years, in connexion with the annual election of one of their number, cannot fail to secure a much more efficient and systematic administration of the affairs of the several districts, than has heretofore been found practicable. The duties and responsibilities of this class of officers are important; and their intelligent performance requires experience, as well as public spirit. Great embarrassments have heretofore been experienced in relation to the pecuniary concerns of the districts, and the fulfilment of contracts with Teachers and others, arising from the frequent and entire change of Trustees, and the impracticability in money cases, on the part of new officers, of obtaining a satisfactory account of the affairs of the district from their predecessors; and not unfrequently, large amounts have been recovered by legal process against the former, on the unexecuted contracts of the latter, for which no indemnity, short of legislative provision, existed. Under the present system, ample time is afforded for the complete execution of all contracts entered into by the Trustees; and on the accession of a new officer, he will always find two colleagues intimately acquainted with the concerns of the district, and prepared to co-operate efficiently in the administration of its affairs. Every facility will thus be afforded for the systematic transaction of official business, and for the enlightened discharge of official duty.—*N. Y. State Superintendent's Annual Report of 1844*, pp. 25, 26.

UNIFORMITY OF THE TEXT BOOKS IN SCHOOLS.

It is believed that the period has now arrived when an earnest and systematic effort should be made, under the auspices of the Town and County Superintendents, to relieve our institutions of elementary instruction from the serious embarrassments resulting from the diversity and constant change of text books. The several County Superintendents are therefore enjoined to avail themselves of the earliest practicable opportunity to cause an uniform series of text books, embracing all the elementary works ordinarily used in the common schools, to be adopted in each of the districts subject to their supervision, under the direction and with the consent of the Trustees; and when so adopted, not to be changed for the term of three years. Whenever such uniformity can be extended throughout all the districts of the Town, and throughout all the Towns of the County, it is very desirable that such extension should be made; but from the great diversity of views in relation to the relative merit of different works, the progress of this extension must necessarily be slow. The foundations may, however, be laid by the attainment of uniformity in the respective districts, for an ultimate harmony of views and concert of action on a wider theatre.—*Official instructions of N. Y. State Superintendent of Schools, 1843.*

INTELLECT.—The only true source of happiness is that which springs from the intellect, because it is pleasure enjoyed by that faculty which is to live throughout eternity; and it is not certain whether our amount of happiness in the next world may not depend upon our intelligence and the cultivation of our talents in this, provided they are cultivated consistently with religion.

MISCELLANEOUS.

SELF-MADE MEN.—Columbus was a weaver. Franklin was a journeyman printer. Massillon, as well as Flechier, arose amidst the humblest vocations. Niebuhr was a peasant. Sextus V. was employed in keeping swine. Rollin was the son of a cutter. Ferguson, the great astronomer, and Hogg, the celebrated poet, well known as the Ettrick Shepherd, were both shepherds. Burns, the unsurpassed poetic genius of Scotland, was a ploughman. Ferguson, whose namesake is mentioned above, and who holds no mean place as one of the poets of Scotland, was an attorney's copying clerk; while Tannahill, also of the same country, a poet, surpassing perhaps Ferguson, was a weaver. Æsop was a slave. Homer was a beggar. Daniel Defoe was apprenticed to a hosier. Demosthenes was the son of a cutter. Hogarth an engraver of pewee pots. Virgil was the son of a baker. Gay was an apprentice to a silk-mercer. Ben Jonson was a bricklayer. Porson was son of a parish clerk. Prideaux, was employed to sweep Exeter College. Akenside was the son of a butcher. Pope was the son of a merchant. Cervantes was a common soldier. Gifford and Bloomfield were shoemakers. Howard was apprenticed to a grocer. Halley was the son of a soap-boiler. Richard Arkwright was a barber for a number of years.

THE IMPORTANCE OF RESOLUTION.—"Resolution," says a writer, "is omnipotent." And if we will solemnly determine to make the most and best of all our powers and capacities; and if to this end, with Wilberforce, we will but "seize and improve even the shortest intervals of possible action and effort," we shall find that there is no limit to our advancement. Without this resolute and earnest purpose, the best aids and means are of little worth; but with it even the weakest are mighty. Without it we shall accomplish nothing—with it, every thing. A man who is deeply in earnest acts upon the motto of the pickaxe on the old seal: "Either I will find a way, or I will make one." He has somewhat the spirit of Bonaparte, who, when told on the eve of a battle circumstances were against him,

replied, "Circumstances! I make or control circumstances, not bow to them." In self-cultivation, as in every thing else, to think we are able is almost to be so; to resolve to attain, is often attainment. Every where are the means of progress, if we have but the spirit, the fixed purpose, to use them. And if, like the old philosopher, we will but take as our motto, "Higher—for ever higher!" we may rise by them all. He that resolves upon any great end, by that very resolution has scaled the chief barrier to it; and he who seizes the grand idea of self-cultivation, and solemnly resolves upon it, he will find that idea, that resolution, burning like living fire within him, and ever putting him upon his own improvement. He will find it removing difficulties, searching out or making means, giving courage for despondency, and strength for weakness; and like the star in the east to the wise men of old, guiding him nearer and still nearer to the sun of all perfection. If we have but a fixed and resolute bend on self-improvement, we shall find means enough to it on every side, and at every moment; and even obstacles and opposition will make us like the fabled "spectres" which sail the fastest in the very teeth of the wind."—*Self-Culture by Rev. Tyron Edwards.*

THE CHEAP-DEAR SCHOOL.—"Why, neighbour Simple," said Mr. Farsight, one bright July morning, when Mr. Simple was mowing in a lot, where the grass stood so thinly, that the spires looked lonesome;—"why, you had a fine lot here, with a strong soil, but your blades of grass are so far apart that they might grow into hoop-holes and not crowd each other." "Yes," said Mr. Simple, "I've been thinking I was almost a fool, for I ought to have sowed a bushel of good hay-seed upon this piece, but the truth is, I bought only a peck, and so I scattered it about so much the thinner, and now I see I've lost a ton or two of hay by it." "Well, don't you think you was about as near being a fool when you voted against granting more money for sowing the seeds of knowledge in the minds of the children? Next year, where there is not grass here there will be weeds."—*Com. Sch. Jour.*

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POWERS OF THE SUPERINTENDENTS OF SCHOOLS IN THE UNITED STATES AND IN UPPER CANADA.

(DEFERRED FROM LAST MONTH.)

The powers of the Executive Government in administering the Common School System of Upper Canada, is a subject which has elicited some discussion; and from its great importance, and the apparent absence of any general information respecting it, even on the part of those who have spoken most confidently, we deem it advisable to consider the foundation and extent of those powers, and compare them with the powers possessed and exercised by the executive authorities of other popular governments from which our School laws have been derived.

Before proceeding in this inquiry, we beg to make two preliminary remarks. The first is, that *forms of government* and *systems of education* ought not to be confounded. The systems of elementary instruction in Prussia and Switzerland are substantially the same, though no two forms of government can differ more widely than the democracy of Switzerland from the despotism of Prussia. Thus may a system of instruction be borrowed from a country without adopting in any respect the political principles peculiar to its form of government. This remark furnishes an answer to two classes of objectors; to those who have objected to our School system because it in part exists under despotic monarchies, and to those who have objected to it because it has been chiefly adopted from democratic republics. The objection is in both respects fallacious, though it has been the theme of much thoughtless writing.

A second preliminary remark is, that there can be no provincial or state system of elementary education, unless it is *one* throughout the Province or State. To be one there must be one central or governmental authority to direct its general operations. The fundamental object of what is called responsible government is to stamp the public mind of a country upon the government in its composition, and in all its legislative and administrative acts, even in the smallest municipal divisions of the country. Each local officer and each local body ought to be subordinate to that Executive power which represents the voice of the whole country. This principle is common to both a republic and a free constitutional monarchy—only under the former, the people elect the Head of the Executive, while under the latter they control the appointments of the advisers of the Executive authority.

The question now is, whether our School law invests the Government, through the Superintendent of Schools, with too much power in the administration of a public system of Common Schools? The plainest and most satisfactory method of answering this question, is to refer to the power with which the Executive Government, (through the Superintendent of Common Schools) is invested in the State of New-York—from which our School law is derived—and the citizens of which are opposed to giving the Government any more authority than is absolutely necessary for the administration of the law. This part of the New-York State system is thus summarily stated in "*A Digest of the Common School System of the State of New-York*," compiled and published in 1844 by S. S. Randall, Esquire, General Deputy Superintendent :—

"At the head of the whole system—controlling, regulating, and giving life and efficiency to all its parts, is the State Superintendent. He apportions the public money among the several counties and towns; distributes the laws, instructions, decisions, forms, &c., through the agency of the County and Town Superintendents, to the several districts—is the ultimate tribunal for the decision of all controversies arising under any of the laws relating to Common Schools—keeps up a constant correspondence with the several officers connected with the administration of the system in all its parts, as well as with the

inhabitants of the several districts; exercises a liberal discretionary power, on equitable principles, in all cases of inadvertent, unintentional, or accidental omissions to comply with the strict requisitions of the law; reports annually to the Legislature the condition, prospects, resources, and capabilities of the Common Schools, the management of the School Fund, and such suggestions for the improvement of the system as may occur to him: and vigilantly watches over, encourages, sustains, and expands to its utmost practicable limit the vast system of Common School Education throughout the State." (p. 80.)

The above extract shows that the duties of General Superintendent in the State of New-York and in Upper Canada are similar, while his powers are more extensive and absolute there than here. The State School Fund is apportioned upon the same population basis there as here, and upon the same conditions—except that the County Boards there are required to do what our District Councils are authorised to do, in respect to raising an amount by assessment equal to that apportioned by the State Superintendent.

On the subject of forms and regulations respecting which much has been written, the following is the New-York State Law :—

"The Superintendent shall prepare suitable forms and regulations for making all reports, and conducting all necessary proceedings, under this Act, and shall cause the same, with such instructions as he shall deem necessary and proper, for the better

organization and government of Common Schools, to be transmitted to the officers required to execute the provisions of this Act throughout the State." (Passed in 1812, and still unrepealed and unmodified, after the experience of more than 30 years.)

Such being the authority of the State Superintendent in respect to the rules for the organization and government of the Schools, it may be asked whether the several "officers required to execute the provisions of the law," are obliged to act in accordance with the instructions and regulations of the Superintendent? These officers are chiefly the County and Town Superintendents

and the Trustees. In regard to the County (our District) Superintendents, the law is as follows :—

“The County Superintendents shall be subject to such rules and regulations as the Superintendent shall from time to time prescribe; and appeals from their acts and decisions may be made to him in the same manner, and with the like effect, as in cases now provided by law; and they shall

make reports annually to the Superintendent at such times as shall be appointed by him, which shall be the same as are now required to be made by County Clerks, with such additional information as he shall require.”

(Passed in 1843.)

In respect to Town Superintendents and Trustees, the provisions of the New-York State School Law are the following :—

“Town Superintendents of Common Schools, and Trustees, and Clerks, wilfully neglecting to make any report, or to perform any other duty required by law, or by regulations or decisions made under the authority of any statute, shall severally forfeit to their town, or to their district, as the case may be, for the use of the Common Schools therein, the sum of ten dollars for each such neglect or refusal; which penalty shall be sued for and collected by the Supervisor of the town, and paid over to the proper officers to be distributed for the benefit of the Common Schools in the town or district to which such penalty be-

longs; and when the share of School or Library money apportioned to any town or district, or School, or any portions thereof, or any money to which a town or district would have been entitled, shall be lost in consequence of any wilful neglect of official duty by any Town Superintendent of Common Schools, or Trustees, or Clerks of School Districts, the officers guilty of such neglect shall forfeit to the town or district the full amount, with interest, of the moneys so lost; and they shall be jointly and severally liable for the payment of such forfeiture.”—(Passed in 1839, and modified in 1843.)

From this provision of the New-York State School Law, it is obvious that the moneys apportioned to a School Section may be forfeited by non-compliance with the requirements of the law, and that in that case the Trustees at fault are jointly and severally responsible for the moneys forfeited. It also appears that any Trustee who does not observe the instructions of the State Superintendent, or does not abide by any decision which he may make, is liable to a fine of ten dollars.

Such are the legal provisions for the efficiency and uniformity of the Common School System which the experience of thirty years has suggested to our American neighbours—provisions which give their Superintendent of Common Schools much more power than is conferred upon the Chief Superintendent in Upper Canada.

But this is not all. The Provincial Superintendent of Schools has no authority to recommend or reject a book from our Schools; all that he is authorised to do in that respect, is to discourage the use of unauthorised books; but the Superintendent of Schools in the State of New-York can reject any book from the School libraries that he pleases.

Again, it is enacted, in the School law of the State of New-York that,—

“No share of the public money shall hereafter be apportioned to any county in which a County Superintendent shall not

have been appointed, unless by order of the Superintendent of Common Schools.”—(Passed in 1843.)

We may remind the reader that the *Counties* in the State of New-York answer to our Districts, the Boards of Supervisors are analogous, in Common School affairs, to our District Councils, and the Clerks of such Boards are similar to our District Council Clerks. The following is the provision of their law as to the conditions of appropriating School money to a County :—

"It shall be the duty of the Clerk of the Board of Supervisors in each county in this state, on the last day of December in each year, to transmit to the Superintendent of Common Schools certified copies of *all resolutions and proceedings* of the Board of Supervisors, of which he is Clerk, passed or had during the preceding year, *relating to the raising of any money for School or Library purposes*, and to report particularly the *amount of such money* directed to be raised in *each town* of such County; and in case it shall not appear that the *amount required by law to be raised* for School and Library purposes has been directed to be

raised during the year by the Board of Supervisors of any County, the Superintendent of Common Schools and the Comptroller may direct that the money appropriated by the State and *apportioned to such County be withheld until the amount that may be deficient shall be raised*; or that so much of the money apportioned to such County be paid to the Treasurer thereof, as shall be equal to the amount directed to be raised therein by the Supervisors of such County; and in such case the balance withheld shall be added to the principal of the Common School Fund." (*Passed in 1839.*)

Then, as to the conditions of paying School moneys to *Sections*, the following is the provision of the New-York State Law :—

"In making the apportionment of moneys among the several School Districts, no share shall be allotted to any District, or part of a District, from which no sufficient annual report shall have been received for the year ending on the last day of December, immediately preceding the apportionment."

"No moneys shall be apportioned and paid to any School District, or part of a District, unless it shall appear, by such report, that a School has been kept therein for at least four months during the year ending at the date of such report, *by a qualified Teacher*; that *no other than a duly*

qualified Teacher had at any time during the year for more than *one month* been employed to teach School in said District; and that *all moneys* received during the year, have been applied to the payment of the compensation of *such Teacher*; and no portion of the Library money shall be apportioned or paid to any District, unless it shall appear by the last annual report of the Trustees, that the Library money received at the last preceding apportionment was duly expended according to law, on or before the first day of October subsequent to such apportionment."

(*Passed in 1843.*)*

* The School Fund of the State of Massachusetts is less than half the amount of School Grant in Upper Canada for each child of school age; but no city or town in that State is entitled to receive any part of it without complying with *few* conditions, much higher and more stringent than those required of any District or School Section in Upper Canada. The following is quoted from the Report of the Secretary of the Board of Education for the State of Massachusetts, dated December, 1846, under the head of "Aids and Encouragements to Education."

"The conditions whose performance entitles a city or town to a distributive share of the income of the fund are the following :—

"1st. It must have raised by taxation, upon the polls and estates therein, for the payment of the wages and board of Teachers, and for fuel for the schools, a sum equal at least to *one dollar and twenty-five cents for each person between the ages of 4 and 16 years*, belonging to said city or town, on the 1st day of May. Statutes 1846, ch. 223, § 5.

"2nd. It must have ascertained, through the agency of the School Committee, as soon as practicable after the first day of May, and by their actual examination, or in

The following provision has been in force more than twenty years to prevent false Trustees reports :—

“ Every Trustee of a School District, or separate neighbourhood, who shall sign a false report to the Town Superintendent to apportion and pay to his District or neighbourhood, a larger sum than its just propor-

tion of school moneys of the town, shall for each offence, forfeit the sum of twenty-five dollars, and shall be deemed guilty of a misdemeanor.”

The following is the provision respecting the management of School District libraries :—

“ A set of general regulations respecting the preservation of School District Libraries, the delivery of them by Librarians and Trustees to their successors in office, the use of them by the inhabitants of the district, the number of volumes to be taken by any one person at any one time or during any term, the periods of their return, the fines and penalties that may be imposed by the Trustees of such Libraries for not returning, losing or destroying any of the books therein, or for soiling, defacing, or injuring them, may be framed by the Superintendent of Common Schools, and printed copies thereof shall be furnished to each School District of the State; which regulations shall be obligatory upon all persons

and officers having charge of such Libraries, or using and possessing any of the books thereof. Such fines may be recovered in an action of debt, in the name of the Trustees of any such Library, of the person on whom they are imposed, except such person be a minor; in which case they be recovered of the parent or guardian of such minor, unless notice in writing shall have been given by such parent or guardian to the Trustees of such Library, that he will not be responsible for any books delivered to such minor. And persons with whom minors reside shall be liable in the same manner, and to the same extent, in cases where the parent of such minor does not reside in the district.” Passed in 1843.

On all the subjects above referred to, it will appear obvious to every one acquainted with the Canadian School Act, how much more extensive and efficient are the powers of the General Superintendent of Schools in the State of New-York than in Upper Canada. This is true in regard to several particulars, besides those above mentioned, as the following sections will show :—

such other way as they may direct, the number of persons belonging to said city or town, on said 1st day of May, between the ages of 4 and 16 years, and the said number must be certified by the oath of the Committee. The Committee must also certify under oath the amount of money which the town has raised by taxation, for the payment of the wages and board of the Teachers, and for fuel for the schools. lb. § 2. The certificates of the Committee must be signed and sworn to by a majority of the Committee.

“ 3rd. It must, by its School Committee, have answered all the inquiries and filled all the blanks, contained in the Blank Form of Inquiries prepared by the Board of Education, and transmitted by the Secretary of State. lb. § 3.

“ 4th. The School Committee of said town or city must have made a detailed report of the condition of the several Public Schools, within their jurisdiction, which report must contain such statements and suggestions in relation to said schools as the Committees may deem necessary or proper in order to promote the interests thereof. This report must be read in open town meeting, at one of the annual meetings of the town, or, at the discretion of the Committee, be printed for the use of the inhabitants of the town. The original report must be deposited in the office of the Town Clerk, and a certified copy of it be transmitted by the Committee to the Secretary of the Commonwealth, on or before the last day of April. lb. § 4.”

"The Superintendent of Common Schools may designate and appoint any one of the Clerks employed by him to be his General Deputy, who may perform all the duties of the Superintendent in case of his absence or a vacancy in his his office." *Passed in 1841.*

"The Superintendent of Common Schools may appoint such and so many persons as he shall from time to time deem necessary, to visit and examine into the condition of Common Schools in any county where such persons reside, and report to the Superintendent on all such matters relating to the condition of such schools, and the means of improving them, as he shall prescribe; but no allowance or compensation shall be made to said visitors for such services." *Passed in 1839.*

"Any County Superintendent may be removed from office by the Superintendent of Common Schools, whenever in his judgment sufficient cause for such removal exists; and the vacancy thereby occasioned shall be supplied under his hand and official seal, until the next meeting of the Board of Supervisors of the county in which such vacancy exists. A copy of the order making such removals, specifying the causes there-

of, shall be forwarded to the Clerk of the Board of Supervisors, to be by him laid before the Board at their first meeting thereafter." *Passed in 1843.*

"The Superintendent of Common Schools, from year to year, shall be authorized to subscribe for so many copies of any periodical published at least monthly in this State, exclusively devoted to the cause of Education, and not partaking of a sectarian or party character, as shall be sufficient to supply one copy to each organized School District in the State; in which periodical the Statutes relating to Common Schools, passed at the present or any future Session of the Legislature, and the general regulations and decisions of the Superintendent pursuant to any law, shall be published gratuitously. The said periodical shall be sent to the Clerk of each District [Trustee Secretary—Treasurer] whose duty it shall be to cause each volume to be bound at the expense of the district, and the same shall be preserved in the District Library for the use of the district. The expense of such subscription, not exceeding *twenty-eight hundred dollars annually*, shall be paid out of the surplus income arising from the moneys deposited with this State by the United States." *Passed in 1841.*

We need scarcely say, that not one of these powers is possessed by the Superintendent of Schools in Upper Canada, who instead of expending two thousand eight hundred dollars of public money per annum for a monthly periodical, has gratuitously undertaken the labour of editing one himself, and publishing it upon his own responsibility. Were it necessary, other provisions of the New-York State Law might be quoted to the same effect with the above. It will thus be seen how groundless are the objections which have been made to the comparatively limited powers of the Superintendent of Schools for Upper Canada. It is painful to reflect that while our republican neighbours are gradually (as is shown by the dates of the several sections of their School laws quoted above,) building up their Common School system in all its departments, by stringent provisions of the law and ample Executive authority, there are not a few in Canada who profess to admire the educational institutions and intellectual progress, as well as general prosperity, of the United States, and yet are opposing those very provisions of our School Law to which the American people are so much indebted. We say American people; for the School Law of the State of New-York is the model of the School Laws of the other Northern States from Maine to Michigan—with two exceptions. Four out of six of the New-England States have lately provided for a General Superintendent or Commissioner of public Schools; and his powers are similar to those of the Superintendent of Common Schools in the State of New-York. In the newer States those powers are still more general and

effective, as the following Sections from the School Law of the State of Michigan, passed 1843, will evince. The first section relates to the duty of the Superintendent to make an annual report to the Legislature. The second and third sections are as follows :

"**SEC. 2.** The Superintendent of public instruction shall prepare and cause to be printed with the laws relating to primary schools, all necessary forms and regulations for conducting all proceedings under said laws, and transmit the same, with such instructions relative to the organization and government of the public schools, and the course of studies proper to be pursued therein, as he may deem advisable, to the several officers entrusted with their management and care.

"**SEC. 3.** Such laws, forms, and instructions, shall be printed by the person having the contract for the State printing, in pamphlet form, with a proper index; and shall also have annexed thereto, a list of such school books as the Superintendent shall think best adapted to the use of the primary schools, and a list of books containing not less than two hundred volumes suitable for Township Libraries, with such rules as he may think proper to recommend for the government of such libraries."

It is surprising to observe how far the citizens of the young State of Michigan are, in educational legislation, in advance of many professed advocates of universal education in the older Province of Upper Canada. What is there settled by common consent is here debated; what is there law, and that by universal suffrage, is here resisted, and that by persons who profess to write on the subject of education. Here we find persons "thinking as children, understanding as children, talking as children;" there, in a younger and even democratic country, they "have put away childish things," and think, and speak and act as men on the great question of educating the people.

In conclusion we have to observe, that as no difference of opinion has existed between the successive administrations of Government in regard to the necessity and importance of the office of Superintendent of Schools in regard to both Upper and Lower Canada, so no one can compare the powers with which that office has been invested in Upper Canada with those attached to it in Lower Canada or in any State of the neighbouring Republic, without perceiving that, so far from its powers being exorbitant, the powers of the Superintendent of Schools are more limited in Upper Canada than in any other State or Province in America; while multitudes in the various Districts of Upper Canada, and the correspondence and published documents which have emanated from the office since the present incumbent assumed its duties, are witnesses that it has been administered with perfect impartiality, without regard to religious sect or political party.

ADDRESS TO THE TRUSTEES OF COMMON SCHOOLS IN UPPER CANADA, BY THE CHIEF SUPERINTENDENT.

GENTLEMEN,—By the choice of your neighbours, and with the enlarged powers conferred on Trustees by the present School Act, and the longer period of their continuance in office, you are placed in a position to do more for the rising generation of your respective neighbourhoods than any other class of men in Upper Canada. With you rest both the power and responsibility of having your School-house suitably furnished, and the employment of a Teacher properly qualified, and worthy to teach your children the rudiments of those

branches of knowledge which they will be required to apply and practice in future life. If your School-house is comfortless and unfurnished, and if your School-master is inefficient, on you rests the responsibility,—while on the young will be entailed the evils of your conduct. If, on the other hand, your School is a central, intellectual, and moral light to your Section, to you will the honor of it be due, and on you will be showered the grateful acknowledgements of an enlightened rising generation. I utter, then, but the plea of your own children, and of posterity, when I entreat you to spare neither labour nor expense to establish in your Section a thoroughly good School. Whatever else may be bad, let the School be good; whatever else may be overlooked, let nothing appertaining to the efficiency of the School be neglected. It is the greatest benefit you can impart, and the best legacy you can leave to those who shall succeed you.

To furnish you with a few hints for the most advantageous exercise of your official powers and personal influence in this noblest work of an enlightened people, is the subject of the present Address.

1. And here I cannot but deeply regret that, although the new School Act increases the powers of Trustees, and consequently enlarges the sphere of their duties; yet it has not made one addition to their powers which is essential to their security against frequent embarrassments and difficulties, and to the complete efficiency of their office. Trustees are required to employ the Teacher, and are officially responsible for his salary, and individually so, if they do not exert to the utmost their legal powers to collect it. The Trustees ought, therefore to be invested with ample powers to enable them to fulfill their engagements; and the more so, as they receive no pecuniary remuneration for their services. The present law authorises them not only to provide for a Teacher's salary by subscription, if they choose, but to impose a rate bill by the *quarter* upon the parents or guardians sending their children to the school. This is some improvement upon the former law, which required the rate bill to be imposed *per day* for the attendance of pupils—thereby strengthening the temptation to keep children at home, and to withdraw them from the school towards the termination of the quarter, when an increase of the rate bill was apprehended; and thus increasing the embarrassment and lessening the resources of the Trustees, while their engagements remained binding and unchanged. But, though the present law places Trustees in somewhat better circumstances in this respect than the preceding one, it fails to do them the justice which was contemplated when it was introduced into the Legislature. It was proposed to authorise the Trustees of each School Section to impose a rate bill on all the inhabitants of such Section, according to property. With the aid of such a provision, the Trustees could calculate with certainty their resources when engaging the Teacher—and could at a less individual expense provide more amply for all the Common School interests of their Section. Thus would the chief temptation, on the part of parents to keep their children from the school, be removed, and a strong inducement furnished to every parent in the School Section to send his children to school; thus would the most efficient barrier against divisions or rival schools in School Sections be provided; thus would the poor man, by paying according to his means, have an equal chance with the rich man for the Common School Education of his children, and each man would be required to support the public interest of elementary education according to the property which he has acquired and enjoys in the country. Such

is the principle acted upon in the best educated States of the American Republic, and in all universally educated countries : and, apart from the public importance of it, nothing can be more equitable to Trustees themselves. All who have a like voice in electing them ought to be alike bound by their official acts ; and the Trustees ought not to be thrown upon chance to fulfill obligations which they are compelled to incur by virtue of an office to which they are elected by the whole community.

2. I lament that this vital principle of the universal education of the people is yet unacknowledged in our School Law in respect to Trustees ; that in the mean time Trustees are often exposed to much difficulty and sacrifice in making up the promised salary of the Teacher, and that Teachers are sometimes subjected to the loss of a large portion of the small remuneration anticipated by them. But still Trustees are not without a remedy even in this respect. By a new Statute, District Councils are empowered to impose an assessment at their discretion upon any one or all the School Sections of their respective Districts *for the salaries of Teachers*, as well as for the building and repairing of School-houses and for Common School purposes generally. The Trustees of any Section can, therefore, apply to their Council to impose an assessment upon their Section for any sum they may agree to pay their Teacher over and above the amount of the School Fund available for their assistance. This has already been done with success by a number of Trustee corporations in several districts ; nor can any District Council reasonably reject an application of this kind from the legal and chosen representatives of a School Section ; for in such a light ought Trustees to be undoubtedly considered.

3. The office of Trusteeship continuing for three years, instead of one, as heretofore, will give more stability to Trustee Corporations, and more strength and uniformity to their proceedings, while the annual election of one of the three members of the corporation will secure a proper conformity to the prevalent wishes of each School Section. One of the happy effects of this triennial, instead of annual, election of Trustees in the neighbouring State of New-York has been, to diminish contention and division in School Sections ; and one of the most serious social evils attending local school proceedings in Upper Canada have been such contentions and divisions.

4. A disagreement about the location of a School-house, or the employment of a particular Teacher, and sometimes a less important occurrence, has led to the division of a School Section, and thus inflicted a paralyzing impotency upon each of its parts. Such a dismemberment of a School Section into hostile parties, and rival schools, though it may leave the body, drains out its life-blood. Each party is too weak to have a good school ; whereas a spirit of forbearance and compromise, averting the evil, would double the common fund of knowledge for each child, and would greatly lessen the expense to all parties concerned. The prosperity of the system not only requires labour, but also a conciliatory disposition, and, oftentimes, a little sacrifice of personal preferences. It is to be hoped, that School Trustees will always act in this spirit,—which is by no means incompatible with proper decision and firmness. Then, on the other hand, every lover of good order in the community—apart from other considerations—ought to sustain the Trustees in their authority and duties. In all free communities, where the elective principle prevails in local affairs, the minority must submit to the majority in affairs included within the legitimate provisions of the social compact. If not, there is an end to public

order and personal safety, and anarchy reigns in wild confusion. Trustees are the legally elected administrators of the school affairs of each School Section. If they do badly, they may and should be superseded by others; but, while they are in office, they are in the school affairs of the section, *the powers that be*—made so by the choice of their neighbours—and should, therefore, be submitted to by the minority, as well as majority, of their constituency. They contract engagements and perform much labour, without any pecuniary remuneration, in behalf of the community which they represent, and by its undivided interest they ought to be supported. An efficient public School system in a free country cannot be sustained in any other way. Every person, then, who would not sanction the principle of disorder in the community, every friend to efficient public Schools, and to legitimate authority, ought to discountenance all opposition Schools in School Sections, and sustain the legally chosen Trustees in their energetic and important office. Where School Sections are too extensive, or too populous for one school, let an application be made to the Council for their division as the law directs; but let them not be subdivided and enfeebled by the spirit of party, and against public order.

5. The state, furniture, and appendages of the School-house require the particular attention of Trustees. They do not, indeed, constitute a good school, any more than the warmth and furniture of a private house constitute a good household; but they are essential to the comfort and advantageous industry of the inmates. The character, and condition, and furniture of the School-house, is the most obvious test of a people's estimate of their children's education.

6. Frequent changes of School Teachers are injurious no less to schools than to Teachers themselves. Acquaintance with the disposition, abilities, and habits of pupils is essential to the Teacher's full success; nor is a child's acquaintance with a Teacher of much less importance to its successful application. Every Teacher has his own modes of thinking, explaining, illustrating, admonishing, &c.; and a familiarity with them is of no small advantage to pupils, whose time ought not to be wasted in learning new modes of new Teachers, instead of prosecuting their studies without distraction or impediment, as they have commenced them. A teacher ought not to be changed without a strong necessity; that is, provided he is competent and industrious. Otherwise, the sooner an incompetent, or indolent, or vicious Teacher is changed, the better; for such a Teacher is a scourge, rather than blessing to any neighbourhood. But a good Teacher is almost above price, and ought to be retained or sought for as the most valuable of prizes.

7. It is not, however, to be forgotten, that if Trustees would procure and retain a good Teacher, and if they would render his labours successful, three conditions are necessary,—to pay, to respect, and to co-operate with him. It is in vain to look for ability and attainments in a profession which is not well supported; and no profession will be wanting in ability and attainments which is well supported. The fault is, therefore, with employers, if there be not competent School Teachers; and with employers is the remedy for the incompetency of Teachers. If Trustees will, therefore, guarantee the *punctual* payment of a competent support, they will not want a competent Teacher. It is true, that both moral and patriotic considerations favour the profession of School-teaching; but they ought not to be paralyzed by anti-patriotic and

immoral selfishness ; and such considerations ought to operate upon the employer as well as the employed. The law comes in to the aid of this requisite of good Teachers and good Schools,—so far as punctuality of payment is concerned,—and requires it on the part of Trustees in order to their being entitled to their apportionment of the Legislative grant.

8. Equally do Trustees and parents consult the interest of their children by treating the Teacher with proper respect—the respect which their children must entertain for him, in order to be benefited by his instructions—the respect due to an instructor of youth—to one authorised and employed to form the mind of the rising generation. Children will not respect a Teacher more than their parents ; and disrespectful remarks of parents relative to the Teacher have often destroyed his authority and paralyzed his exertions in governing and instructing their own children.

9. Nor should Trustees and parents stop short of decidedly and cordially co-operating with the Teacher. Having done their best to secure a good Teacher, they have but commenced the school part of their duty to their children and their country ; and they will lose no small part of the value of the Teacher's services, if they do not evince an interest in the school, and in the plans and labours of the Teacher—if they do not support the necessary arrangements for the general good of the school—promptly and cheerfully supply the required books—secure the constant and punctual attendance of the children—see that their children are cleanly in their persons and decently clothed—not judge the Teacher on the testimony of their children, who are interested and incompetent witnesses in several respects—not speak disapprovingly and disparagingly of the Teacher in the presence of their children—govern their children properly at home, and see that they learn their appointed lessons and exercises, if they hope to enable the Teacher to govern and teach them successfully in school. It should be remembered, that the efficiency of a school depends little less on the parents than on the Teacher ; and that the success of the best and most laborious Teacher must be very limited without such co-operation on the part of Trustees and parents. It is also to be observed, that the Teacher is responsible to the Trustees, and that through them alone individual parents have a right to interfere with him. These relations of parents with the school, Trustees should strongly impress whenever necessary. That school is likely to be most efficient in every respect where Trustees, parents, and Teacher act as *partners*—each keeping his own place and performing his own share of the work,—all mutually sympathizing with each other, and alike interested in the common object of educating the youth.

10. It is important that the School Register be regularly and carefully kept. This Register is the history of the every-day conduct of each pupil in the School, and shows the studies which the pupils are severally pursuing. The second clause of the 28th Section of the Act makes it the imperative duty of the Teacher “to keep the daily, weekly, and quarterly registers of the School, according to the regulations and forms which shall be prepared by the Superintendent of Schools ;” nor is any Teacher entitled to the payment of his salary who neglects to comply with this and other provisions of the law. No Superintendent or School Visitor can form any idea of the general state of a School in which such registers are not kept. There are usually three distinct forms—one for the daily, one for the weekly, and one for the quarterly register ; but for the greater convenience of Trustees and Teachers, I have combined

the three into one, in the printed forms and regulations for the government of Schools. These registers should be carefully kept by the Teacher; and should be open to the Trustees and all School Visitors at all times; and be delivered up to the Secretary-Treasurer on the settlement of the Teacher with the Trustees.*

* The Common School Law in the State of New-York is very stringent in regard to the duty of keeping school registers, rolls, &c—much more so than the School Law for Upper Canada. The following are extracts (omitting the forms) from the instructions of the State Superintendent on this subject:—

"By § 11, of the act of 1841, the Trustees of each district are to provide a book, in which the Teachers are to enter the names of the scholars attending school, and the number of days they shall have respectively attended, and also the number of times the school has been inspected by the County and Town Superintendent. This list is to be verified by the oath of the Teacher.

"The strict and faithful performance of this duty is highly important, not only to the District but to the Teacher. It is the basis upon which the rate-bills are to be made out, and by which the sums to be paid by parents are to be ascertained. Error in these lists will therefore produce injustice. It has been held by this department, that the Teacher is not entitled to call on the Trustees for his wages; unless he furnishes them an accurate list of scholars, on which they can prepare the rate-bills, and issue their warrant. Hence the Teacher has a direct personal interest in the preservation of an accurate list, which he can verify by his oath."

"At the time any pupil enters the schools, the Teacher should immediately insert the date and the name of the scholar. At the close of the quarter the whole number of days that each pupil attended is to be ascertained from the check-roll, and entered in the third column, in words at length, and also in figures, as in the above form.

"Each Teacher at the commencement of every quarter must provide a day or check roll, in which the name of every scholar is to be entered. It should be ruled so as to give six columns, corresponding to the number of days in the week. The number attending should be ascertained each half day, and pencil marks made in the column for the day opposite to the name of each one present. At the end of the week, the number of days each pupil has attended during the week, should be summed up and entered on the weekly roll. Each half day's attendance should be noted; and two half days should be reckoned as one day. The pencil marks on the day roll may be obliterated, so that the same roll may be used during the quarter. The weekly roll should be formed in the same manner, so as to contain the names of the pupils, and thirteen columns ruled, corresponding to the number of weeks in the quarter."

"At the end of the quarter the Teacher will sum up the attendance of each pupil from this weekly roll, and enter the result in the book provided by the Trustees as before mentioned, showing the whole number of days each scholar has attended during the quarter.

"At the end of the list the following oath or affirmation is to be written:—

"A. B. being duly sworn, (or affirmed,) deposes that the foregoing is a true and accurate list of the names of the scholars who attended the District School of District No. in the town of during the quarter commencing the day of 184 , and the number of days they respectively attended.

"This oath or affirmation is to be signed by the Teacher, and certified by a Justice of the Peace, Commissioner of Deeds, Judge of any Court of Record, or County Clerk, to have been taken before him.

"The Teachers are also required to make an abstract of the lists for the use of the Trustees, at the end of each quarter; showing the results exhibited under the following heads, and in the following form:—

"Abstract of the attendances of Scholars in the District School of District No. in the town of , during the quarter commencing the day of 184 :—

" Of Scholars who attended less than two months, there were	"
" " two months and less than four	"
" " four months and less than six	"
" " six months and less than eight	"
" " eight months and less than ten	"
" " ten months and less than twelve	"
" " twelve months	"

" This abstract is to be signed by the Teacher, and delivered to the Trustees.

11. The Act requires Trustees "to select from a list of books, made out by the Board of Education, under the sanction of the Governor-General in Council, the books which shall be used in the School;" and in no one particular can Trustees more effectually secure a saving of the time of their children and of the Teacher, and ultimately a saving of money, than by not consenting to the buying hereafter of any other books for use in the Schools than the cheap and unrivalled series of National School Books, and others, which have been recommended by the Board of Education, as also by several District Councils, and which are already in use in so great a proportion of Schools in Upper Canada.

12. On the all-important subject of the constitution and government of Schools in respect to Religious Instruction, I beg to refer you to the Book of Forms, Regulations, &c., chapter vi. section 6. The law carefully guards against any interference with the rights of conscience by expressly providing that no child shall be compelled to read any religious book or to join in any exercise of devotion to which his or her parents or guardians shall object. But by this restriction, the Law assumes that which has been considered by many as above civil authority to enact—which has been enjoined by Divine authority—the provision for religious exercises and instruction in the Schools. The Government does not assume the function of religious instructor; it confines itself to the more appropriate sphere of securing the facilities of religious instruction by those whose proper office it is to provide for and communicate it. The extent and manner in which this shall be introduced and maintained in each School is left with the Trustees of each School—the chosen guardians of the Christian educational interests of the youth in each School Section. If Trustees employ a drunken, a profane, and an immoral Teacher, they act as anti-christian enemies, rather than as Christian guardians of the youth of a Christian country; and if the atmosphere of Christianity does not pervade the School, on the Trustees chiefly must rest the responsibility. On the fidelity with which this trust is fulfilled by Trustees, are suspended, to a great extent, the destinies of Upper Canada.

13. Before concluding, I think it proper to answer an objection which has been frequently made against our present School system, that the duties of Trustees are too numerous and difficult. This objection seems to have been made without examination or thought; and a moment's reflection will show that the duties of Trustees can be neither fewer nor more simple, than those

"In another part of the book provided by the Trustees, and towards the end of it, the Teacher will enter the days on which the School has been inspected, in the form of a memorandum, as follows:—

"Account of Inspections of the School in District No.

"November 1, 1841. The School was inspected by the County Superintendent, and by William Jones, Town Superintendent.

"December 1, 1841. The School was inspected by the County Superintendent alone.

"To this also, an oath or affirmation of the correctness must be added in the following form:—

"A. B. being duly sworn, (or affirmed,) deposes that the foregoing is a true account of the days on which the School in District No. , in the town of , was visited and inspected by the county and town superintendents respectively, during the quarter commencing on the day of 184 .

Teacher.

"Sworn (or affirmed) and subscribed this }
day of 184 , before me: }

required by law, in connexion with any system of public education. In the first place, the duties of Trustees are fewer in Canada than under the law of any one of the neighbouring States. In the next place, no duty is enjoined upon Trustees by our law which is not éssential to the office which they occupy. 1. They must have a school-house in proper repair. To build a school-house, they must either petition their Council for an assessment, or circulate a subscription ; and to repair and furnish a school-house, they must do the same, or impose a rate-bill. This requires a form ; and such a form is provided in the printed Regulations. 2. Trustees must agree with a Teacher ; and to aid them in this éssential part of their duty, a form of agreement is provided in the printed Regulations referred to. 3. Trustees must provide for the Teacher's salary ; this requires a subscription, or a rate-bill and a warrant for its collection ; and a printed form is provided to aid Trustees in this part of their duty also. 4. Trustees are authorised to select, from a list provided, text-books for their schools ; and such a list of the best and cheapest books has been prepared according to law. 5. Trustees must give their Teacher orders upon the District Superintendent for the School Fund apportioned to aid them ; and a form of orders for their convenience is likewise provided. 6. It is necessary that Trustees should report the state of their school and the school population of their section, in order that it may be known whether they are entitled to continued assistance from the School Fund, and to what amount. This requires an annual report ; and a form of such report has been provided ; and even a blank report for each set of Trustees throughout Upper Canada ; and it has furthermore been provided by law, that the School Teacher shall act as Secretary to each corporation of Trustees in preparing their annual report, if they shall require him to do so, either on the ground of their own incompetence or disinclination to prepare it themselves. Now, it is obvious to every thinking and practical person, that not one of these duties of Trustees can be dispensed with, and a school kept in éfficient operation and public moneys duly accounted for. It is true, that the plainest and most necessary provisions of any law, are not always easy to be administered while they are new, even when expounded by learned judges, and argued by learned counsel ; and this is épecially the case with the School law, which must be administered by, as well as for, the people generally. But, as is the case with learning to walk or read, a little practice will make plain and easy what was at first apparently intricate and difficult.

14. Finally, permit me, gentlemen, to conclude this brief address as I began it, by reminding you of the dignity and responsibility of your office ; an office excelled in dignity and importance by no other civil trust in the land. It is the office of the Justice of the Peace to repress crime, to commit offenders, to maintain the authority of law ; it is your office to prevent crime, to implant the principles of order and industry, to make virtuous and intelligent men ; not to command a company or a regiment, but to develop mind and form character ; not to buy and sell articles of merchandise, but to provide clothing, and food and wealth for the intellect and the heart. Of all others, Trustees should, indeed, be the "select men" of the land. The people should, therefore, seek fit and proper Trustees with as much care and solicitude, as they would seek proper representatives in the Legislature ; and every man invested with the office of School Trustee should spare no pains to qualify himself for its duties, and to fulfil with faithfulness and public spirit the sacred trust committed to

him. God, his country, and posterity will sit in judgment on his conduct. He acts for those who will live after him ; he should, therefore, act generously and nobly ; and those who shall be benefited by his labours, will rise up and call him blessed.

I remain, Gentlemen,

Your faithful servant,

EGERTON, RYERSON.

Education Office, Toronto, February, 1848.

RESPECT FOR SCHOOL TEACHERS THE INTEREST OF SOCIETY.

Education, as a profession, obtains but little respect from society, and confers no social advantages on its members. To a very few, such as dignitaries of universities, head-masters of ancient and endowed schools, and to such as by a knowledge of the arts of managing parents acquire wealth, it may be considered to give a certain rank. High character, knowledge, and breeding command a degree of respect wherever they are found. But of the great body of those engaged in teaching, some hold an equivocal position ; and the majority, who are employed in the nominal instruction of the children of the poorer classes, are not removed from the level of those classes.

Can it be necessary to show that this state of things is fatal to the best interests of society ? What is there that men desire or hope for that is not involved in the question, whether this shall be changed. We have seen how the happiness of the individual, and therefore of society, depends on the formation of moral habits in early life ; how the seeds of virtues or vices are sown in early education ; and how powerful an impulse towards good might be given, by a course of treatment founded on the laws of the human constitution. We have seen that good education requires, above all things, good Teachers ; that the best system that human ingenuity can devise must be worthless until it is realized in the intellect and moral habits of a man fitted to work it ; and, therefore, that the first step in educational improvement must be to call into existence a class of real educators, imbued with the most enlarged views of the objects of education, and animated by an enthusiastic attachment to their profession as the noblest department of human exertion. If the contempt with which this kind of mental labour is regarded, be a barrier to such improvement, what can be deeper than the interest of society in its removal ?—what is the end of its manifold struggles for a better state, if this great matter be neglected ? Wealth may pay some for the happiness they lose in acquiring it—fame and high station may reward a few for the affections they have flung aside, and the moral restraints they have trampled on, in their ascent ; but what interest can the mass of society have, if not in the elevation and refinement of their minds ? What happiness can men desire so great as to have their children grow up in intelligence, and affection, filling their homes with gladness, making the fire-side a circle of unfading smiles—a refreshment for exhaustion—a refuge in reverses—a bright revelation of a better world ? Education is the indispensable condition of social improvement. The imperfections of government will continue, and political contests be mere party struggles until the universal people are made capable by education, not only of obtaining but of exercising

power. Criminal legislation may vary its punishment—its separate and silent systems—without diminishing the masses of corruption and crime. The Schoolmaster alone, going forth with the power of intelligence, and a moral purpose, among the infant minds of the community, can stop the flood of vice and crime at its source, by repressing in childhood those wild passions which are its springs. Nay, often will the mature mind, hard as adamant against the terrors of the law, and the contempt of society, be softened to tears of penitence, by the innocence of its educated child speaking unconscious reproof.

Education is, in truth, the first concern of society, and it ought to have the energies of society's best minds. The Athenians, who had glimpses of whatever was most glorious, did in this matter leave mankind a great example. Teaching was the honourable occupation of their greatest men. The brightest minds of Athenian Philosophy were the instructors of Athenian youth; so keenly was the truth felt, that the mature intelligence and moral power, acquired in the struggles of a distinguished life, could perform no higher function than that of rearing up the same precious fruits in the rising minds of the community. Education should be esteemed a liberal and learned profession, and the most honourable of all. The skill to relieve bodily diseases, however comprehensive a knowledge of nature it may require, cannot deserve so high a rank. Nor do the interpretation of law, and the contentions of the courts, however acute the intelligence and extensive the learning they call for, deserve, nor would they receive, from an enlightened public opinion, the same estimation. Still less is the trade of war and blood entitled to such honour. Education deserves the foremost rank, and will one day receive it. But, even, if it received less than its deserts,—if it was only raised to an equality with the other learned professions,—the improvement of society would receive a powerful impulse. It would be looked to not as a temporary resource, but as an occupation for life. Many, with a liking for it, would give way to their enthusiasm, when it did not cost the sacrifice of all other tastes and habits. The science would be earnestly studied by hundreds of minds, and would be carried forward every day with effects to society altogether incalculable.—*Prize Essay by John Lalor, Esq., under the sanction of the London Central Society of Education.*

COMMON SCHOOL LIBRARIES.

The page of history furnishes few examples where a government has as well subserved the just and paternal ends of its creation, as did the State of New-York, in providing that libraries of sound and useful literature should be placed within the reach of all of her inhabitants, and rendered accessible to them without charge. This philanthropic and admirably conceived measure may be justly regarded, as next to the institution of Common Schools, the most important in that series of causes, which will give its distinctive character to our civilization as a people. The civilizations of ancient and modern times present a marked distinction. While the former shot forth at different epochs, with an intense brilliancy, it was confined to the few; and the fame of those few has descended to us, like the light of occasional solitary stars, shining forth from surrounding darkness. The ancient libraries, though rich in their stores and vast in extent, diffused their benefits with equal exclusiveness. The Egyptian peasant who cultivated the plains of the Nile, or the artisan

who wrought in her princely cities, was made neither wiser nor better by the locked up treasures of the Alexandrian; and though the Grecian, Roman, and even Persian commanders plundered hostile nations of their books, no portion of their priceless wealth entered the abodes of common humanity, to diffuse intelligence and joy.

The art of printing first began to popularize civilization. To make it universal, however, it was necessary that all should be taught to read. The Common School supplies this link in the chain of agencies. But another was yet wanting. Not only must man be taught to read, but that mental aliment to which reading merely gives access, must be brought within his reach; and it is surely as wise and philanthropic, indeed, as necessary, on the part of government, to supply such moral and intellectual food, as to give the means of partaking of it, and an appetite for its enjoyment. Without the last boon, the first would be, in the case of the masses, comparatively useless,—nay, amidst the empty and frequently worse than empty literature which overflows from our cheap and teeming press, it would oftentimes prove positively injurious. In the language of the philosophic Wayland, “we have put it into the power of every man to read, and read he will whether for good or for evil. It remains yet to be decided whether what we have already done shall prove a blessing or a curse.”

New-York has the proud honour of being the first government in the world, which has established a free library system adequate to the wants and exigencies of her whole population. It extends its benefits equally to all conditions, and in all local situations. It not only gives profitable employment to the man of leisure, but it passes the threshold of the labourer, offering him amusement and instruction after his daily toil is over, without increasing his fatigues or subtracting from his earnings. It is an interesting reflection that there is no portion of our territory so wild or remote, where man has penetrated, that the library has not peopled the wilderness around him, with the good and wise of this and other ages, who address to him their silent monitions, cultivating and strengthening within him, even amidst his rude pursuits, the principles of humanity and civilization.

A colonial nation, we inherited the matured literature of England: but in our country as in that, this literature has not extended to the masses. In instituting a general library system, we create, or rather put in circulation, the first really popular literature, beyond that contained in the newspaper, and in the books of the Sunday-school. Can any one doubt then, that we have reached a point or phase in our civilization which demands the exercise of a provident care, an anxious, if not a timid circumspection?—*Annual School Report.*

STATISTICAL REPORT OF SCHOOLS IN THE NIAGARA DISTRICT.

Education Office, N.D., Fonthill, Feb. 1848.

SIR,—I have the honor to submit through you for the consideration of the Niagara District Municipal Council, the following special Report upon the number and condition of the Public and Private Schools in this District for the year 1847.

Comparisons with the returns for 1846 have been made in several items, but the returns for that year embraced so little information, that the comparison could not be extended any farther.

Hereafter we shall be able to determine with accuracy, each year, our exact position with regard to Education in the District and our progress.

School Sections.—There are in this District 181 School Sections; of that number 145 are wholly within one Township, and 36 are Union Sections, that is, sections composed of parts of several Townships.

Of the Union Sections, 2 are composed of parts of four Townships; 3 of parts of three Townships, and 31 are composed of parts of two Townships.

School-houses, Titles, &c.—There are 180 Public School-houses in the District; of that number 14 are Brick, 5 are Stone, 128 are Frame, and 43 are Log School-houses. It may be remarked, however, that three Sections have returned two, and one Section three School-houses; hence there are five Sections without any School-houses.

Titles.—Of the Titles under which the School Sites are held—73 are Freehold, and 46 are Leasehold; leaving 62 School Sections without any titles for School Sites.

Number of Schools.—There have been kept open during some part of the year 1847—183 Public Schools, besides the Schools under assistant Teachers. Number of Schools in 1846, 180; increase in favour of 1847, 3 schools.

Number of Children at School Age, Attendance, &c.—The number of Children between the ages of 5 and 16, resident in the District, on the 31st December 1847, was 13,172; number resident 31st December 1846, 13,022; increase in favour of 1847, 150.

Attendance.—The number of Children attending the Public Schools during the whole or some part of the year 1847 was 8,948; the number attending those schools in 1846 was 7,563; increase in favour of 1847, 1,385; of the number attending school during 1847, 5,082 were boys, and 1,815 were girls.

The average attendance of pupils during the summer term was 4,075; of that number 2,731 were boys, and 1,788 were girls.

The average attendance of pupils during the winter term was 1,519; of that number 2,731 were boys, and 1,788 were girls.

Number of Pupils in Classes.—Of the whole number of pupils in school 1,449 were in the first class, 1,356 were in the second class, 1,460 were in the third class, 1,316 were in the fourth class, and 587 were in the fifth class—in Reading.

Of the whole number of pupils in school, 1,218 were in the first four rules; 873 were in the Compound Rules and Reduction; and 637 were in Proportion, and above—in Arithmetic.

Of the whole number of pupils in school, 1,043 were in Grammar, 977 were in Geography, 182 were in History, 3,336 were in Writing, 60 were in Book-keeping, 29 were in Mensuration, 29 were in Algebra, and 292 were in other studies.

Teachers, Length of Time Taught, &c.—The Public Schools were kept open by qualified Teachers, 1395½ months during the year 1847; length of time kept open in 1846, 1270½ months; increase in favour of 1847, 125½ months.

The whole number of qualified Teachers employed in Public Schools during the year 1847 was 253; of that number 183 were male Teachers, and 70 were female Teachers.

Apparatus and School Requisites.—There were used in the Public Schools of the District for 1847; 51 large Maps (to hang upon the wall,) 45 Black Boards, 10 Globes, 3 Clocks, 1 set Mathematical Blocks, and Orrery.

School Moneys.—The whole sum of School money received by me during the year 1847, including Government Grant, payments made by Township Superintendents, and Collectors, was £3346 16s. 1½d.; of that sum £2342 10s. 10½d. was paid out to Teachers of the Public Schools, during the said year, leaving a balance in hand on the first day of January of £1004 5s. 3½d.

That balance consisted principally of the School Assessment for 1847, paid in by Collectors in the month of December, and which did not become available by Teachers until in January. It is, with other moneys since received, being paid out daily, and will appear in the accounts and Report for 1848.

PRIVATE SCHOOLS.

Niagara Grammar School.—Dr. Whitelaw, Teacher; Mr. George Malcolmson, Assistant. This School is kept in the Town of Niagara and is well conducted. Number of pupils in the Register, 40; of these 25 are Latin, 6 are Greek, and 10 are Mathematical scholars.

Branches Taught.—English Grammar, Writing, Arithmetic, Geography, Book-keeping, Mathematics, Latin and Greek.

This School has been established a long time, and it is to be regretted that no School-house has ever been provided for it.

Niagara Classical School.—Rev. Dr. Lundy, Master; ———, Assistant.

This School is also kept in the Town of Niagara, and is conducted with much ability. Number of pupils in the Register 17. Branches taught:—English, French, Latin and Greek languages, Writing, Arithmetic, History, Geography, the Elements of plane Geometry, and Algebra. School-house rented, private property.

There are also in the Town of Niagara the following Private Schools:—

No. 1.—Taught by the Misses Burgess, assisted by Miss Marshall. Average number of pupils 30. Branches taught: the ordinary branches of an English Education and the French language, Music, Drawing, and ornamental Needle-work.

No. 2.—Mrs. Spink, Teacher. Average attendance, 20. Branches taught: Reading, Writing, Arithmetic, Geography, English Grammar, and History.

No. 3.—Mrs. Willson, Teacher. Average attendance, 23; all juveniles. These Schools are all well conducted.

St. Catharines Grammar School.—Wm. F. Hubbard, A.M., Principal; Rev. Wm. Hewson, Assistant. This School is kept in the Town of St. Catharines, in the building formerly known as the "Grantham Academy," and is in a flourishing condition. Average attendance, 80; 25 in the Classical and 55 in the primary department.

The following Schools under the charge of Female Teachers, were also kept open in St. Catharines during the past year :—

No. 1.—Miss Thorpe, Teacher. Average attendance, 25. Branches taught : Reading, Writing, Arithmetic, Geography, the English and French languages, and Music.

No. 2.—Mrs. Paffard, Teacher. Average attendance, 30. Branches taught : Reading, Writing, Arithmetic, Geography, the English and French languages, and Drawing.

No. 3.—Miss Forrest, Teacher. Average attendance, 34. Branches taught : Reading, Writing, Arithmetic, Geography, and the English language.

No. 4.—Miss Eddy, Teacher. Average attendance, 24. Branches taught : Reading, Writing, Arithmetic, Geography, and English Grammar.

No. 5.—Miss Taylor, Teacher. Average attendance, 18. Branches taught : English Branches.

No. 6. Miss Seaman, Teacher. Average attendance of pupils, 25 ; all females. Branches taught : Reading, Writing, Arithmetic, Geography, and English Grammar.

A School was kept open at Beamsville during a part of the year 1847 by the Rev. Mr. Close. Average attendance —. Branches taught : Reading, Writing, Arithmetic, Geography, Mathematics, English, Latin and Greek languages. Mr. Close bears a high reputation as a Teacher.

A good School was kept open the past year in the Township of Dunn, by Mr. Jukes. Branches taught : the English, Latin and Greek languages, and Mathematics. Owing to that gentleman's absence from home during my visit to the Township of Dunn, I was unable to gather any farther particulars with regard to his school.

A Private School was kept open in the Township of Humberstone, and supported principally by some Prussian settlers. Number of pupils on the Register, 36. This School operated much to the prejudice of the Public Schools in its neighbourhood.

The following Private Schools were kept open in the Township of Stamford :

No. 1.—Rev. J. Russell, Teacher. Average number of scholars, 6. Branches taught : the Classics and Mathematics. School kept in Stamford Village.

No. 2.—A Classical School was kept at the "City of the Falls," by a gentleman whose name I did not ascertain. Average attendance, 15.

No. 3.—Mrs. Latshaw, Teacher. Average number of pupils, 20. Branches taught : Reading, Writing, Arithmetic, Geography, the English and French languages, Drawing and Music. School kept at Drummondville.

No. 4.—Miss Huzzy, Teacher. Average attendance, 12. Branches taught : the same as in Mr. Latshaw's School, except the French language and Music. School kept in Drummondville.

GENERAL RESULTS.

The past year having been the first year of the operation of the School Law, it is scarcely prudent to venture an opinion, as to its practical working.

It may be remarked, however, that the foregoing statistics, compiled from the official reports of School Trustees, compare very favourably with the returns for 1846.

It will be seen that the increase in the number of the Public Schools of this District, over the year 1846, was in the ratio of $1\frac{1}{2}$ per cent; the increase in the number of months taught by qualified Teachers was nearly 10 per cent; and the increase in the number of children, attending said schools, was 18 per cent.

I cannot close this Report without remarking, that the several Boards of School Trustees have invariably given evidence of a strong desire to discharge their various and onerous duties with efficiency, and that their Annual School Reports, though in a form entirely new to them, have, with few exceptions, been made up with accuracy, and forwarded with promptness.

Hoping that this brief Report may be found of some value to the Municipal Council, by enabling that Body, in future years, to determine the comparative condition of the Public and Private Schools in the District, and the progress of Education therein,

I remain, with high respect,

Your most obed't Servant,

D. D'EVERARDO,

S. C. S. N. District.

DAVID THORBURN, Esquire,

Warden Niagara District, Niagara.

SELECTIONS FROM ANCIENT AND MODERN EUROPEAN AUTHORS.

Thinking.—Thinking leads man to knowledge. He may see and hear and read and learn whatever he pleases, and as much as he pleases : he will never know anything of it, except that which he has thought over, that which by thinking he has made the property of his mind. Is it then saying too much, if I say that man, by thinking only, becomes truly man. Take away thought from man's life, and what remains ?—*Pestalozzi.*

On Education.—I think we may assert that in a hundred men, there are more than ninety who are what they are, good or bad, useful or pernicious to society, from the instruction they have received. It is on education that depends the great difference observable among them. The least and most imperceptible impressions received in our infancy, have consequences very important, and of a long duration. It is with these first impressions, as with a river, whose waters we can easily turn, by different canals, in quite opposite courses, so that from the insensible direction the stream receives at its source, it takes different directions, and at last arrives at places far distant from each other ; and with the same facility we may, I think, turn the minds of children to what direction we please.—*Locke.*

Common Sense.—It is in the portico of the Greek Sage, that that phrase has received its legitimate explanation ; it is there we are taught that "common sense" signifies "the sense of the common interest." Yes ! it is the most

beautiful truth in morals, that we have no such thing as a distinct or divided interest from our race. *In their welfare is ours*, and by choosing the broadest paths to effect their happiness, we choose the surest and the shortest to our own.—*E. L. Bulwer.*

Nature and Education.—I think that as in bodies some are more strong, and better able to bear fatigue than others; even so among minds may be observed the same difference; some of them being by nature endowed with more fortitude are able to face danger with greater resolution. For we may observe that all who live under the same laws and follow the same customs are not equally valiant. Nevertheless I doubt not but education and instruction, may give strength to that gift nature has bestowed on us. The same difference is likewise observable in every other instance; and so far as any man exceedeth another in natural endowments, so may he proportionably, by exercise and meditation, make a swifter progress towards perfection. From whence it follows, that not only the man to whom nature hath been less kind, but likewise he whom she hath endowed the most liberally, ought constantly to apply himself with care and assiduity, to whatsoever it may be he wishes to excel in.—*Socrates in Xenophon.*

Normal School Training.—Those seminaries for training Masters, are an invaluable gift to mankind, and lead to the indefinite improvement of education. These training seminaries would not only teach the Masters the branches of learning and science they are now deficient in, but would teach them what they know far less—the didactic art—the mode of imparting the knowledge which they have, or may acquire; the best method of training and dealing with children in all that regards both temper, capacity, and habits, and the means of stirring them to exertion, and controlling their aberrations.—*Lord Brougham.*

Plutarch's opinion of Parents who employ ignorant Teachers for their children.—"There are certain fathers now-a-days," says he, "who deserve that men should spit upon them with contempt, for intrusting their children with unskilful Teachers,—even those, who, they are assured beforehand, are wholly incompetent for their work;—which is an error of like nature with that of the sick man, who, to please his friends, forbear to send for a physician that might save his life, and employs a mountebank, that quickly despatches him out of the world. Was it not of such, that Crates spake, when he said, that if he could get up to the highest place in the city, he would lift up his voice, and thence make this proclamation:—'What mean you, fellow-citizens, that you thus turn every stone to scrape wealth together, and take so little care of your children,—those, to whom one day you must relinquish all?' Many fathers there are," continues Plutarch, "who so love their money and hate their children, that lest it should cost them more than they are willing to spare, to hire a good master for them, rather choose such persons to instruct their children as are of no worth,—thereby beating down the market, that they may purchase a cheap ignorance." He then relates the anecdote of Aristippus, who, being asked by a sottish father, for what sum he would teach his child, replied, "a thousand drachmas." Whereupon the father cried out, "Oh, I could buy a slave at that rate!" The philosopher replied,—"*Do it then, and instead of one thou shalt purchase two slaves for thy money,—him, whom thou buyest, for one, and thy son for the other.*"

Popular Instruction.—To instruct mankind in things the most excellent, and to honour and applaud those learned men who perform this service with industry and care, is a duty, the performance of which must procure the love of all good men.—*Xenophon*.

Importance of Education.—All who have meditated on the art of governing mankind, have been convinced, that the fate of empires depends on the education of youth.—*Aristotle*.

SELECTIONS FROM LOCAL REPORTS OF COMMON SCHOOLS IN MASSACHUSETTS.

Education is the life of the State.—It is the grand safeguard of public liberty. It is the cheapest mode of preserving order. It is an old maxim in the family, that it is better and pleasanter to pay the butcher than the doctor,—pleasanter to labour in order to feed a healthy and hearty family, than to toil for the payment of medicines and drugs; and with equal truth may it be said, that it is better to pay the schoolmaster than the jailer,—better to maintain the school than the prison; and there seems to be no choice for a community but between these two.

Importance of selecting good Teachers.—Much depends upon a right selection of Teachers. No school can prosper without good Teachers. A bad tree may as well bring forth good fruit, as a bad Teacher make a good school. A good Teacher combines in himself an assemblage of qualities not often found in the same individual. A familiar knowledge of all the required studies, aptness to teach, tact in management, decision mingled with gentleness and suavity, impartial justice, elevated moral sentiments, self-control, patience, energy, pleasure in the employment, a kind and cheerful disposition, and an ability to infuse into the youthful mind an enthusiastic desire of progress in knowledge and goodness. Perhaps there are few, if any Teachers, who unite in their own characters all the qualities described. We have some, however, who, besides being abundantly competent to fill their stations with honour, devote themselves to their work with an almost self-sacrificing assiduity. It is the true policy of the town to give each and all their Teachers honourable compensation, and insist upon a high order of services. And if, at any time, there are any, who, from constitutional infirmity or other causes, are manifestly unable to meet the just expectations of their employers, neither they nor their friends ought to take it unkindly, that their places should be supplied by others. All persons are not equally qualified for all duties; a man may be a good man, but a poor Teacher. Better that a single individual should suffer temporary disappointment in the failure of cherished hopes, than that a whole school should lose those golden days which are properly devoted to improvement, and to laying the foundations of usefulness and happiness, and which, once lost, can never be recalled.

On Parents attending School Examinations.—Your committee have observed, from year to year, the beneficial influence of the attendance of parents at the examination of the schools. In some districts, but few attend the examination.

In those districts where, for a succession of years, many of the parents and friends of the children have made it an object to attend the closing examination, the school has shown a decided improvement, and has gained a superiority over others not thus favoured. The interest of the scholars has been increased. A laudable ambition has been augmented. And the school has generally been more prosperous in every respect.

Objection to supporting Schools according to Property answered.—But other men have no children, therefore they should not be taxed for the support of Common Schools. The poor man has all the children, and he may educate them the best way he can. But did it never occur to these men, that the safety of the public liberties, of the institutions which secure the possession and benefits of property to its owners and render it productive, and the diffusion of that morality which is essential to all the blessings of society, demand the general diffusion of knowledge among the great mass of the people; and that this cannot be accomplished, except through our Common Schools? If the entire property of the town were taxed more than it ever has been for the support of Common Schools, and the proceeds judiciously and faithfully expended in diffusing useful, elevating and practical knowledge among the people, we are sure the value of the property itself would be actually increased to more than double the amount. Anything which adds to the productive power of a community, adds inevitably to the general value of its property; and a moral renovation, which should induce those who now live as viciously as they dare and as idly as they can, to adopt the habits of thrifty industry and indulge the hopes of ultimate independence, would add incalculably to the value of all the property in the town.

Cheap School-masters a bad Bargain.—Cheap School-masters are, always, a bad bargain. A school of six weeks' duration, under a competent and skilful instructor, is worth more than one of three times that period, under a novice, or ignoramus. Teaching is a profession, and requires experience and long continued practice. It requires, also, peculiar qualifications. Equanimity of temper, steadiness of purpose, patience, quick discernment, and a thorough knowledge of human character, are among the indispensable qualifications of a thorough-bred School-master. The idea that every young man, or young woman, who can pass a satisfactory, or even an extraordinary examination, in the branches of education required by law to be taught in our Common Schools, can make an approved Teacher, is fallacious in the extreme. Can every boy of good talents, and respectable literary attainments, become an expert mechanic, an accomplished merchant, or a skilful and judicious agriculturist? Everybody will answer, no,—and say he must have a taste, a talent, an aptness for the business he undertakes, or he cannot expect to succeed. If this be so, why is it presumed that every one of competent literature and science can become a successful Teacher? This is a gross mistake, and one from which our schools have essentially suffered, and they will continue to suffer, unless Trustees can be aroused to a juster apprehension of their duties, and be induced to employ Teachers with reference to their fitness.

One cause of disorder in Schools.—Nothing does more to make children deserve the rod than to be told the Teacher must not use it. The sound doc-

trine to be taught, is, that there must be authority and order in the school ;—without the rod if it can be, if not, with it. * * *

The *reluctance or opposition* of parents to good government in Schools, has had an unfriendly aspect on the improvement of their children. All admit, in the abstract, the importance of restraint and discipline ; yet when a question becomes immediately practical, a good theory is often subverted by the impulses of parental partiality ; and complaints and insubordination, those enemies of all just authority, are fostered by the very individuals who should be the first to assist a Teacher in maintaining order, in the province of which he is the superintendent and ruler. The currency of certain erroneous doctrines,—as, that Teachers can have no lawful control over their pupils except in the hours of school, and that corporal punishment ought never to be inflicted,—has had a powerful influence in palsying all efforts for the support of that government, without which schools are but the nurseries of disobedience, misrule, and profligate and malignant passions.

Parents' duties to Teachers.—If you have aught against the Teacher, go and settle the matter with him, but never hiss a word of dissatisfaction in the hearing of your children. Time was, when, if a child was reprov'd or punished at school, he was, on his return home, frowned upon and punished by his parents. The authority of the school was then sustained. But it is not so now. If the child is now admonished or punished by the Teacher, he too often hastens home to make his complaint ; and the erring parent, after hearing it, indignantly exclaims, "Why, did the cruel monster punish my sweet little darling ? Well, come here, dear,—come to me, and I'll give you some sugar plums." And thus is the child comforted and ruined, and the Teacher's authority prostrated. If parents would have their schools prosper, they must encourage and sustain the Teacher in his work.

Duty of Teachers.—As a general thing, the scholars will be as their Teachers. Place an incompetent and indolent person in the chair of the Teacher, and he will soon be surrounded by heedless drones for his scholars. But let a Teacher, in addition to a good share of common sense and literary attainment, possess a soul full of animation and wholly devoted to his noble work, and he will infuse the vital breath into the mass of mind, of which he is, in an important sense, the centre and the spring. If he is fully competent to his profession, he will cultivate the moral affections and habits of his pupils, as well as their intellects. For on this it depends whether learning shall become an instrument of good, or an engine of mischief. Believing moral culture to be of paramount importance to intellectual training, we should endeavour, in selecting Teachers for the young, to procure those who will impress upon their tender minds the value of sound morality, pleasing manners, and a sacred regard for divine truth.

Duty of Farmers to educate their Sons.—If farmers instil into the minds of their sons that but little education is necessary to transact the business of agriculture, the effect is, that their sons are wholly unqualified to discharge correctly those duties which devolve upon a people whose government is professedly their own. Their calling should be regarded as the most important and one of the most honourable on the list of human industry, and it suffers just in pro-

portion to the ignorance of its followers. But, on the other hand, if farmers impress upon their children the importance of mental and moral culture, we may reasonably expect to see them intelligent and useful. It is supposed that three-fourths of the people of this country are agriculturists. It is our duty, therefore, as citizens belonging to that numerous class, to consider the fate of our institutions, government and laws, and the general condition of society, if farmers neglect to instil into the minds and hearts of their children the importance of being well educated.

School Registers.—Many persons suppose that it is of little consequence whether a register is kept in the school or not. If the Teachers do not keep registers of their schools, and return them to the committee when finished, the school committee cannot make the returns of the schools required by law; and if the returns are not made, the town will forfeit its share of the interest of the School Fund. Others, knowing that the law requires returns of the schools to be annually made, regard the law as arbitrary and useless. A little reflection will convince any one, not blinded by prejudice, that the law is far from being useless, and that it is a good one, and its influence on our schools highly salutary.

Importance of the Common Schools.—It is too late in the day to talk about the utility of Common Schools. Their general influence is worth more to the rich and independent, to all who are not immediately or personally interested, more, far more, than they have appropriated for their support, even with their greatest liberality. If the schools are poorly sustained,—if it is a mere formality that you appoint your officers from year to year, to be entrusted with their interests,—that you vote your money for their support,—then it might be well to try an experiment for a little while. Just disband your schools; burn down your school-houses; dismiss your teachers; call home your children; destroy their books; let the voice of mirth and gladness no longer be heard from these lovely bands in every district, morning, noon, and night; let these youthful minds, this interesting field, go uncultivated; and your committee are of the opinion that there would still be a harvest,—it would be a harvest,—and it would be gathered, not into our family circles of domestic peace, and enjoyment, and prosperity; not into the lighthouse of science and virtue; not into the treasury of public good, of intelligence and moral elevation; but it would be gathered into our jails, and prisons, and penitentiaries.

Cause of a country's enterprise and prosperity.—When the question was asked by a traveller from a foreign country, passing in the stage-coach,—“What is the cause of the enterprise and prosperity of New-England?”—the answer was given by one whose eye then rested upon the steeple of a church and upon a school-house.—“These,” said he, “account for the enterprise and prosperity of New-England. The house of God first, and the school-house next;—the one the result of the other, and both going hand in hand to enrich and bless the whole community.”

The mountain rivulet is bound for the valley, and the lowest place in the valley. To turn or stay its course you must make an effort; but only leave it to itself and its determined way is downward.

EDITORIAL DEPARTMENT.

FEMALE DEPARTMENT IN THE PROVINCIAL NORMAL SCHOOL.

In several Districts during the last autumn, anxious enquiry was made of the Chief Superintendent of Schools, whether it was intended to make any provision for the training of Female Teachers? The answer was, that the first step in this department of public instruction was to get the principle of Normal School instruction recognized, and a Normal School established; that having been done efforts would soon be made to get a female department introduced into the Normal School. We are happy to be able to say, that the Board of Education have determined to establish a female department in the Normal School at the commencement of the next Session—which will be the middle of May. Experience has evinced the great advantage, as a general rule, of employing Female Teachers for the instruction of young pupils. The writer of this notice witnessed a large number of female candidates for school teaching in the Normal Schools in Edinburgh, Dublin, and Albany U. S. In the State of Massachusetts, one of the three State Normal Schools has been established for the training of Female Teachers. In that State in 1837, there were 3591; and in 1847, there were no less than 5238 Female Teachers employed in the Public Schools.

THE MODEL SCHOOL.

This School, in connexion with the Provincial Normal School, was opened on the 21st February. In the course of a few days the applications for admission, exceeded one hundred and forty. The Board of Education have limited the number of pupils to 120. It has been already stated that there are upwards of 50 students attending the Normal School—nearly all of whom have been School Teachers. Thus are the Normal and Model Schools in complete operation, and with a degree of success during the first session beyond what had been anticipated.

NATIONAL SCHOOL BOOKS.

We noticed last month, that the Colborne District Council had adopted a formal resolution, directing the Clerk to inform each set of Trustees throughout the District of the desire of the Council that they should, as fast as the school books now in use might become worn out, or lost, supply their schools with the National School Books, and *no others*. The Huron District Council has ordered one hundred pounds worth of the National Books, in order to facilitate the general introduction of them into the schools of that District. The Wes-

tern District Council has also joined in this formal recommendation of the National School Books. In other District Councils, the subject seems to have been overlooked; but we observe by several Annual Reports of District Superintendents just received, that the National School Books are rapidly superseding all others in our Common Schools; and from what has been effected during the last year, and the increased and general demand for these excellent books, and the large supplies of them which are being provided, we doubt not that in the course of three years will be accomplished in Upper Canada what the Educationists and School Authorities in the neighbouring States have been labouring nearly twenty years to effect—the use of uniform Text-books in all the Common Schools.

In the course of the present year, we hope an important step may be taken towards creating another essential element of a good school system—another stream of fertility to the intellectual soil of the country—a cheap and suitable series of books for School Libraries. Thus may each young person in the land, at an expense not exceeding that which is paid for a single volume, have access to the works of the wise and good of all ages and nations,—given in the best style in his own native tongue.

SOME OF THE RESULTS OF THE FIRST YEAR'S OPERATIONS OF THE PRESENT SCHOOL LAW.

Facts are beginning to accumulate, illustrative of the operations of the present school system; and facts are better than speculations, and furnish the best answer to objections. It is known that the only statistics of schools heretofore forthcoming,—as was shown in a statistical sheet prepared in the Education Office upwards of a year since—related to the number of children of school age, the number of children attending Common Schools, the number of such schools the time during which they have been kept open, and the amounts paid to Teachers. From such meagre statistics, no correct notion could be formed of the educational state of the country—nothing as to the number and character of private schools, the branches taught in the Common Schools, the number of pupils pursuing each, &c., &c., &c. To supply, to some extent, the deficiencies in the statistical returns of former years, new forms of Trustees and District Superintendents' Reports were prepared, printed, and furnished to each District throughout Upper Canada. Complaints have been made in some instances of the minuteness of these forms of reports, and of the trouble and difficulty of filling them up—although they are little more than half as extensive as those required by the State Superintendent of Schools in New-York. Of course it requires some labour to collect and compile information on any subject; and new forms have, doubtless, in some instances, embarrassed parties not accustomed to fill up such reports. The first results of the new forms of local

reports and of the operations of the School Act during the last year which have come under our notice, were stated by D. D'Everardo, Esquire, to the Municipal Council of the Niagara District, and are inserted in this number of the *Journal of Education*, (pp. 87-90.) Mr. D'Everardo's statement is a model report of the kind; and as such deserves the attention of all District Superintendents,—while the facts which it contains furnish an appropriate reply to the objections which have been made to the present system of schools. It appears from Mr. D'Everardo's interesting statistics, that there has been an increase of ten per cent over the preceding year in the time during which the schools have been kept open, and of *eighteen* per cent in the attendance of children at the schools. It is also worthy of remark, that there has not been a single complaint or appeal to the Education Office from the Niagara District during the past year. The Council took great pains on the new act coming into operation, in organizing the School Sections, and selected a judicious and able Superintendent. The difference in the operations of the system in the Niagara and some other Districts cannot arise from a difference in the law and instructions and forms, but must be owing to a difference in the indulgence of party feeling, in the knowledge and attention of Councillors in school matters, in the intelligence and public spirit of local school officers and people.

We believe that the annual reports from other Districts will furnish results equally satisfactory with those stated by the Niagara District Superintendent. We have as yet been able to examine but two of these reports—just received. In the small District of Talbot, there was an increase of six per cent in the school attendance of children for 1847 over 1846, and an increase of *sixty per cent* in the amount of *School Rate-bill*. The amount of rate-bill paid in 1846 (independent of the Legislative Grant and Council Assessment,) was £556 8s. 5d.; in 1847, £892 18s. 2½d.; increase of rate-bill in favour of 1847, £336 9s. 9d.

In the Johnstown District, there is a *decrease* of twelve per cent in the number of Schools (many sections having been enlarged;) but an increase of *thirteen* per cent in the school attendance of children, and of *forty-two per cent* in the amount of school rate-bills. The amount of rate-bills in this District for 1846 (independent of the Legislative Grant and Council Assessment) was £1520 11s. 3½d.; for 1847, £2141 10s. 8d.; increase in favour of 1847, £620 19s. 4½d. The rate-bills and school attendance of children being voluntary in each Section, indicate the real feeling of the people.

In the Brock District we perceive that the *average* salaries of Teachers for 1847, was from £50 to £80; and in the Wellington District the Superintendent states the increase of children in attendance at the school in 1847 over that of 1846, to be upwards of 1000.

Such are some of the gross results of the operations of the present School Law during the first year of its existence, with all the disadvantages of its newness, and in the face of an opposition which has done all in its power in different parts of the Province to make the law work as badly as possible, in the hope of getting it abolished. But as all parties in the Legislature agreed in the passing of the law ; so it is clear the majority of all parties in the country have acted in the same noble spirit in carrying it into effect ; and these unexpectedly early results must be grateful to the feelings of every true patriot.

PROCEEDINGS OF MUNICIPAL COUNCILS ON THE SCHOOL ACT.

It was our first intention to give the reports and addresses of several District Councils, both for and against the Common School Act, with such explanatory remarks respecting the very erroneous statements of the provisions of the Act, which some of those documents contain ; but on further reflection, we think the relations and objects of this Journal will be better consulted by the course which we have adopted. The eloquent and able vindication of the general provisions of the law, adopted by the Colborne District Council, ought to be placed on permanent record ; as should the admirable address on the same subject, delivered by the Rev. W. H. LAMPON, before the Brock District Council. From what has already appeared in our pages, we doubt not candid and intelligent readers of all parties are satisfied as to the soundness of the principles and the necessity for the general provisions of the School Act, and as to the causes of the acknowledged defects in some of its details—defects which we hope to see remedied. But nearly all the disputes and animosities which have arisen in some Districts, under the operations of the present Act, have grown out of the unsatisfactory and untimely formation and alterations of School Sections, the non-payment of School Moneys by late Township Superintendents, and the non-payment of School Assessments at the time prescribed by law. If any Councillors are negligent and careless, or act unadvisedly in any, or all of these matters, corresponding dissatisfaction and confusion must, of course, ensue ; and for which the School Law is no more to be blamed than is the constitutional act for the consequences of any injudicious proceedings or careless indifference on the part of either branch of the Legislature. The best and the most simple laws require intelligence and good feeling for their beneficial administration ; and happy will it be for the country if the several Municipal Councils vie with each other in the exercise of intelligence and zeal in promoting the educational interests of their respective Districts. Some Councils have set a noble example, which we hope to see followed throughout Upper Canada. It appears that the great majority of the District Councils have declined joining in the solicitation made to them to demand changes in the Common School Act.

EDUCATIONAL DOCUMENTS.

We have pleasure in gratefully acknowledging the receipt of the following Documents, from which we may hereafter make extracts, viz :—

1. Report on the Condition and Improvement of Public Schools of Rhode Island, by HENRY BARNARD, Esquire, Commissioner of Public Schools.—Published by order of the General Assembly, 1846.

2. A Compilation from the Annual Reports of the Superintendent of Public Instruction of the State of Michigan, for the years 1845 and 1846, with important additions, embracing the Report for the year 1847. Prepared pursuant to the directions of the Legislature, by the Hon. IRA MAYHEW, Superintendent of Public Instruction, Detroit, 1846.

3. Primary School Law of the State of Michigan, with Explanatory Notes and Forms, by the Superintendent of Public Instruction, 1848.

4. Annual Report of the Superintendent of Common Schools of the State of New-York, made to the Legislature, January 5, 1848.

We beg also to thank the Warden of the Gore District for a copy of the Journal of Proceedings of the Gore District Council for 1847.

In the last two numbers we have remarked upon the *office, responsibility, and some of the duties* of District Superintendents; an additional article on the *difficulties and salaries* of District Superintendents is unavoidably deferred until the next number; also remarks in reply to the inquiries and complaints of "F," on the inspection of schools, and extracts from the annual statements of the Superintendents of Common Schools in the Districts of London, Simcoe, and Bathurst, to their respective Councils.

AGRICULTURAL EDUCATION.

In the next number will be commenced a short series of valuable articles on *Agricultural Education in Upper Canada*, by H. Y. HIND, Esquire, *Mathematical Master and Lecturer in Chemistry and Natural Philosophy* in the Normal School.

The selections from local School Reports in the State of Massachusetts, (pp. 87-90) are the productions of School Committees, (each consisting of three persons)—analogous to our Trustees. We hope ere long to see School Trustees in Canada accompanying their annual statistical reports with practical and enlightened observations such as characterize the selections referred to. The State School Law there requires that the local annual School Report shall be read at the public annual School Meeting in each School division—a good practice. To the valuable selections from these Reports we invite the attention of Trustees, and of all others interested in the advancement of our Common Schools.

NOTICES.

DISCONTINUANCE OF THE COVER.

When the Prospectus of this Journal was issued, no intimation was given that a *printed cover* would accompany each number. The addition of the *cover* was an afterthought, and of which we determined to incur the expense,—having been assured by Mr. BRACZY, the obliging Post Master in this City, that he would not charge more than a *half-penny* postage on each number, including the cover. But we learn that Post Masters in several places charge *double* postage on account of the addition of the cover. To remove any ground of complaint on the part of subscribers for this additional charge, and to put it out of the power of any Post Master to charge more than a *single newspaper postage* on each number of the Journal, we are compelled to discontinue the cover.

ACKNOWLEDGMENTS—To 8th March, inclusive.

Supt. Gore District, rem. and subs.; rem. from Rev. H. Dean, Mr. J. Neilson, J. Blakely, Esq., Mr. D. McKay, Mr. J. Straith, Rev. T. Demorest, Mr. J. Galbraith, R. Henry, Esq., Dr. Reid, J. S. Howard, Esq., T. J. Robertson, Esq., H. Y. Hind, Esq., Mr. H. Scovell, Mr. F. McCallum, Mr. D. Chiel, C. Smith, Esq., P.M., Board of Trustees, Niagara, Hon. Capt. Elmsley, Mr. H. F. Goss, F. Neale, Esq., A.M., Rev. J. Carroll, Rev. W. Philp, Mr. J. Briggs, Mr. A. Dallas, Rev. S. C. Philp, Mr. J. Sutton; Rev. L. O. Rice, rem. and subs.; Supt. Ottawa District, rem. and subs.; Supt. Bathurst District, rem. and subs.; R. McClelland, Esq., rem. and subs.; Rev. R. E. Tupper, rem. and sub.; Supt. Talbot District, rem. and subs.; A. S. Holmes, Esq., rem. and subs.; Clerk Colborne District, rem. and sub.; Supt. Simcoe District, rem. and sub.; Supt. Colborne District, rem. and subs.; Clerk Dalhousie District, rem. and subs., ordered by Municipal Council; Clerk Bathurst District, sub., ordered by Municipal Councillors.

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SYSTEM OF FREE SCHOOLS IN THE NEW-ENGLAND STATES.

The subject of providing education for the whole community has already been discussed in this journal ; and as the importance of the question can no longer be overlooked, we think it desirable to appeal to experience to aid us in forming a judgment. We, therefore, now refer to the only instance, where, as far as we know, the experience has been fully and fairly tried—to the Free-school system in the New-England States of North America.

Universal elementary education in Free-schools established by law, has been known in that part of the United States nearly two centuries. Of course, by this time, it may be reasonably supposed, that materials must exist there, from which we may form an opinion as to the value and efficacy of the system itself. If it has failed in that free government, it may well fail almost anywhere ; if it has succeeded there, we may, perhaps, gather from the experiment, materials for promoting its success in other countries. But, we must first understand something of the circumstances under which it has arisen, and attained its present extent and character in New-England itself.

The New-England States are now six in number ; Massachusetts being the chief of them ; and constitute the northern and eastern portion of the United States of North America. They lie under a climate, where a severe winter prevails one half of the year ; and this circumstance is, probably, favourable to the education of the labouring classes, since the inclement season, which suspends so many of their occupations, gives them at least the leisure needful for intellectual culture. But, on the other hand, the population, though it has increased and is increasing with enormous rapidity, is still a scattered population ; and this circumstance is unfavourable to the progress of popular education, which, like all other moral ameliorations and benefits, is much dependent on the social principle, and is propagated and maintained with ease only in well-peopled neighbourhoods and communities. The New-England States, whose capital is Boston, a city of about sixty thousand inhabitants, comprise a territory of more than sixty-six thousand English square miles, and constitute about one-fourteenth part of the soil of the whole republic of the United States. Their population in 1830 was more than one million and nine hundred thousand, or about thirty souls on an average to each English square mile ; but if it were as dense as population is in France, there would be nine millions on the same

soil ; and if as dense as it is in England, there would be about twelve millions. Taking then all these circumstances together, especially the large amount of the population, and the length of time it has been subjected to the effects of universal education, the experiment has probably been a fair one, and is likely to afford important results either one way or the other.

The history of this population, so far as our present purpose is concerned, is short. It goes back to the year 1620, when the first settlement of that part of America was begun at Plymouth. The people are almost entirely of English descent, and in their language and characteristics more homogeneous than the population of England itself ; since they have hardly any varieties of dialect or personal qualities by which the inhabitants of the different states can be distinguished. For a long time they were nearly all Puritans, who in the reigns of James I. and Charles I., left their native country to enjoy unmolested the rights of conscience. Many of those who thus emigrated were men of property. Many of them had received the best English training and education.* All of them were high-minded men, full of moral daring, and a stern courage ; eager to sacrifice everything to what they esteemed the true faith, and the genuine practice of Christianity. Their church government, their civil polity founded on it, all their institutions, indeed, were essentially popular from the first, and have remained so ever since.

Among the popular tendencies in these earlier settlers, none was more marked or original in its character, than the tendency to make *education universal*, an idea which, so far as we know, had then been neither acted upon nor entertained elsewhere. The first hint of this system—the great principle of which is, that the property of *all* shall be taxed by the *majority* for the education of *all*—is to be found in the records of the city of Boston for the year 1635, when, at a public or ‘body’ meeting, a school-master was appointed ‘for the teaching and nurturing children among us,’ and a portion of the public lands given him for his support. This, it should be remembered, was done within five years after the first peopling of that little peninsula, and before the humblest wants of its inhabitants were supplied ; while their very subsistence from year to year was uncertain ; and when no man in the colony slept in his bed without apprehension from the savages, who not only everywhere pressed on their borders, but still dwelt in the midst of them.

This was soon imitated in other villages and hamlets springing up in the wilderness. Winthrop, the earliest governor of the colony, and the great patron of Free-schools, says in his journal under date of 1645, that divers Free-schools were erected in that year in other towns, and that in Boston it was determined to allow for ever £50 a year to the master with a house, and £30 to an usher. But thus far only the individual towns had acted. In 1647, however, the Colonial Assembly of Massachusetts made *provision by law*, that every town in which there were fifty families should keep a Free-school, in which reading and writing could be taught ; and every town where there were one hundred families should keep a school, where youth could be prepared in Latin, Greek, and mathematics, for the College or University, which in 1638

* It is made apparent by Mr. Savage, the accurate and learned editor of Winthrop's Journal, that in 1638, there were in New-England, in proportion to its population at that time, as many graduates from the two English Universities, as there were in England proper.—Vol. ii. p. 265, note.

had been established by the same authority at Cambridge. In 1656 and 1672, the colonies of Connecticut and New-Haven enacted similar laws; and from this time, the system spread with the extending population of that part of America, until it became one of its settled and prominent characteristics, and has so continued to the present day.

This system of universal education has now therefore become, to a remarkable degree, the basis of the popular character, which marks the two millions of people in New-England. The laws, indeed, differ in the six states, and have been altered in each from time to time since their first enactment; but all the states have laws on the subject; the leading principles are the same in all of them; and the modes of applying them, and the results obtained, are not materially different. Indeed, in almost every part of these six states, whatever may be the injunctions of the law, the popular demand for education is so much greater, that the legal requisitions are generally or constantly exceeded. The most striking instance of this is, perhaps, to be found in the city of Boston, where the requisitions of the law could be fulfilled by an expenditure of three thousand dollars annually, but where from sixty to seventy thousand are every year applied to the purpose. And yet multitudes of the poor and small towns in the interior show no less zeal on the subject, and in proportion to their means make no less exertion.

The mode in which this system of popular education is carried into effect is perfectly simple, and is one principal cause of its practical efficiency. The New-England States are all divided into small territorial communities called *towns*, which have corporate privileges and duties, and whose affairs are managed by a sort of committee annually chosen by the inhabitants, called *select men*. These towns are of unequal size; but in the agricultural portions of the country, which contain four-fifths of the people, they are generally five or six miles square, and upon them, in their corporate capacity, rest the duty of making provision for the support of Free-schools. This duty is fulfilled by them in the first place, by voting at a meeting of all the taxable male inhabitants over twenty-one years old, a tax on property of all kinds to support schools for the current year, always as large as the law requires, and often larger; or if this is neglected by any town, it is so surely complained of to the grand jury by those dissatisfied inhabitants, who want education for their children, that instances of such neglect are almost unknown. The next thing is to spend wisely and effectually the money thus raised. In all but the smallest towns, one school at least is kept through the whole year, in which Latin, Greek, the lower branches of mathematics, and whatever goes to constitute a common English education in reading, writing, geography, history, &c. are taught under the immediate superintendence of the *select men*, or of a special committee appointed for the purpose. This, however, would not be carrying education near enough to the doors of the people in agricultural districts to enable them fully to avail themselves of it, especially the poorer classes and the younger children. To meet this difficulty, all the towns are divided into districts, varying in number in each town from four to twelve, or even more, according to its necessities and convenience. Each district has its district school committee, and receives a part of the tax imposed for education; sometimes in proportion to the population of the district, but oftener to the number of children to be educated. The committee of the district determine where the school shall be kept, select its teacher, choose the books that shall be used,

or delegate that power to the instructor, and in short are responsible in all particulars for the faithful fulfilment of the trust committed to them ; the general system being, that a school is kept in each district during the long winter months when the children of the farmers are unoccupied, by a male teacher capable of instructing in reading, writing, arithmetic, English grammar, geography and history ; while in the same school-house, during the summer months, schools are kept by women to instruct the smaller children in knowledge even more elementary. In this way, for the population of New-England consisting of two millions of souls, not less than from ten to twelve thousand Free-schools are open every year ; or on an average, one school to every two hundred souls ; a proportion undoubtedly quite sufficient, and larger than would be necessary, if the population were not in many parts very much dispersed.

The beneficial effects of this system are such as might be expected, and are in general sufficiently obvious. The security of life and property is greater in New-England than it is anywhere else in the world, by far the larger part of the inhabitants sleeping constantly with doors neither barred nor bolted. The intelligence of the people is greater, on an average, than anywhere else ; not one in a thousand of those born and educated in New-England being unable to read and write. The pauperism in the native population is almost nothing. Indeed the industry, order, wealth, and happiness, which so generally prevail there, which have so greatly increased during the last half century, and which are still so rapidly increasing, rest, under Providence, for their basis, mainly on the elementary education given to all in the Free-schools.

But besides these obvious and wide effects of the system of universal education, there are others, which have been incidental and unexpected, and which can, perhaps, be fully understood only in connexion with the circumstances that produced them, and the principles on which they depend. One of the most remarkable of these is the readiness with which the inhabitants of each town vote and raise the money necessary to support their schools. *The reason is, that it is raised by a tax on property, and therefore operates as a benefit to the majority of those who vote for it.* In most towns of New-England, one-fifth of the inhabitants pay, at least, one-half of the tax ; and probably do not send more than one-sixth of the scholars. Of course, the school-tax is, to a considerable extent, a tax on the richer classes to educate the children of the poorer ; and yet, as all pay in proportion to their means, the poorest man feels that he has done all he ought to do to purchase the benefit which he receives, and he therefore claims it, like the protection of the state, as a right, instead of receiving it as a favour. And this is as it should be. Every man in the community has an interest, that ignorance, vice and barbarism be kept out of it, and a claim on the commonwealth that they should be. In New-England, if he be poor, he has the promise of the law, that his child shall be educated, and thus preserved from the greatest temptations to degradation and crime ; if he be rich, he is promised by the same law, that he shall live in a community, where universal education shall keep the foundations of society safe, and afford him a personal security greater than that offered by the terrors of prisons and tribunals of justice. The system of Free-schools in New-England, therefore, is to be regarded, and is there regarded, as a great moral police wisely supported by a tax on property, to preserve a decent, orderly, and respectable population ; to teach men, from their earliest childhood, their duties and rights, and by giving the mass of the community a higher sense of character, a more

general intelligence, and a wider circumspection, to make them understand better the value of justice, order, and moral worth, and more anxious and vigilant to support them.

On this point no one has spoken with so much power as the Hon. DANIEL WEBSTER, now the first statesman in New-England, and probably in the United States, who, alluding in public debate to their Free-schools, where he himself received his earliest training, said :—

“ In this particular, New-England may be allowed to claim, I think, a merit of a peculiar character. She early adopted and has constantly maintained the principle, that it is the undoubted right, and the bounden duty of government, to provide for the instruction of all youth. That which is elsewhere left to chance, or to charity, we secure by law. For the purpose of public instruction, we hold every man subject to taxation in proportion to his property, and we look not to the question, whether he himself have, or have not, children to be benefited by the education for which he pays. We regard it as a wise and liberal system of police, by which property, and life, and the peace of society are secured. We seek to prevent, in some measure, the extension of the penal code, by inspiring a salutary and conservative principle of virtue and of knowledge in an early age. We hope to excite a feeling of respectability and a sense of character, by enlarging the capacity, and increasing the sphere of intellectual enjoyment. By general instruction, we seek, as far as possibly, to purify the whole moral atmosphere ; to keep good sentiments uppermost, and to

turn the strong current of feeling and opinion, as well as the censures of the law, and the denunciations of religion, against immorality and crime. We hope for a security, beyond the law, and above the law, in the prevalence of enlightened and well-principled moral sentiment. We hope to continue and prolong the time, when, in the villages and farm-houses of New-England, there may be undisturbed sleep within unbarred doors. And knowing that our government rests directly on the public will, that we may preserve it, we endeavour to give a safe and proper direction to that public will. We do not, indeed, expect all men to be philosophers or statesmen ; but we confidently trust, and our expectation of the duration of our system of government rests on that trust, that by the diffusion of general knowledge and good and virtuous sentiments, the political fabric may be secure, as well against opened violence and overthrow, as against the slow but sure undermining of licentiousness.”—*Journal of Debates in the Convention to revise the Constitution of Massachusetts, 1821, p. 245.*

Another benefit, which was not foreseen when Free-schools were first introduced, and which, like the last, both facilitates their extension and ensures their permanence and efficacy, is the great interest they excite, and the consequences that follow it. By the mode in which they are managed, the whole population is led to take an interest in them ; and each individual, as it were, is called on to assist in carrying forward some one school in the way best suited to the wants of his family and neighbourhood, as well as to the universal demand. The people, in their town meetings, vote the money for the schools ; the people, by their district committees, spend the money they have raised ; and the people, by their own children, get the benefit of the money. It is, indeed, the people's affair from beginning to end ; the whole people's affair : and as it is one that comes home every day to their notice, supervision, and wants in the daily education of their children in the very schools where they were themselves taught, it is sure to be understood, and equally sure not to suffer materially from neglect. The committees will not fail to get as good teachers as the money entrusted to them will procure, that their judgment may not be dis-

paraged among the little body of their constituents ; they will have the schools as numerous as they can afford, that none of the children may be kept from them by distance ; and the people themselves, feeling they have thus paid for the instruction, are sure to claim the benefit of their own sacrifices by sending their children to get it. Popular education has thus long been the most important subject that occupies and agitates the little villages and neighbourhoods of New-England ; and this stir, this interest, this excitement about it, constitute a more watchful superintendence, and produce a more sagacious adaptation of the means to the end, than could result from any apparatus devised for the purpose by the government, or any other interference of the constituted authorities of the state. One of the most important effects then of the New-England system of Free-schools is, that it has developed this strong popular interest, and made it an effectual agent in popular education.

Another indirect, but more obvious benefit arising from this system is, that it gives an upward tendency to the whole population. It gives the first means of intellectual culture to all, and, with the use of these means, there comes inevitably, in more ingenuous minds, the desire to rise. It is true, the state does little more than give this first impulse and opportunity ; but the people, sometimes with, and sometimes without the assistance of the state, create everywhere the rest for themselves. New-England, besides eleven colleges, which are chartered institutions offering the best education America yet affords, possesses not less than one hundred and fifty chartered academies ; a sort of gymnasia between free-schools and the colleges, often founded or assisted in their foundation by the state, from which few young men of promise are excluded, and where they receive, certainly not a thorough classical or scientific training, but still one that fits them to be efficient, practical men in the concerns of the world. In this way many are led onward step by step, almost without being aware of it, from the Free-schools, through the academies, the colleges and the studies of a profession, until at last they find themselves suddenly standing, they hardly know how, on the very threshold of life, and entering the most important places in society. The benefits arising from this effect of the Free-schools of New-England are undoubtedly more wide and important than could have been anticipated, and are every day increasing. Many persons in that country are now distinguished in the learned professions, and in the management of the state, who, but for the means offered them in the Free-schools of their native villages, would never have emerged from the humble condition in which they were born.

The last benefit of this system, which is becoming every day more and more perceptible, is that it is certainly the safest, and perhaps the only safe foundation on which to trust the popular institutions of the country. In a government where the people hold *practically* the sovereign power, and where they meet repeatedly every year in their small communities to exercise that power in matters of moment ; where the most important offices in the state are filled *annually* by *universal* suffrage, and where the very elements and action of the constitution are, from time to time, submitted to the same test, it is plain there can be no ultimate security for liberty or property, so deep or so effectual, as a universal education, which shall cultivate the moral sense of the whole people, and, by instructing them in their own rights, make them wise enough to respect the rights of others. Such an education is to be supported by law, on the same principle on which the administration of justice is supported by it ; and

can be defended more successfully than church establishments for the religious instruction of the people ; for it goes deeper and broader than either of them. It lays the foundation not only for the religious instruction of the whole people, but for their instruction in all their rights and duties as men and citizens.

On the whole, therefore, the experiment of subjecting the property of all to taxation for the purpose of giving the first elements of education to all, which has now been going on in New-England for nearly two centuries, must be considered as having been fairly tried and eminently successful. Success, too, has had its natural effect, and has produced, and is producing, imitation. The other states of the American Republic, though education has always been greatly encouraged and widely spread among them, have of late shown renewed anxiety in relation to it ; and many have already begun by legislation to attempt to place it on the same ground on which it has so long stood in New-England. Indeed the idea seems more and more to prevail throughout the whole republic, that all popular institutions of government can only rest safely on some similar system of education, protected by law and *founded on property*.

But the introduction of such a system, whether into those parts of the United States where it does not yet exist, or into other countries where it is entirely unknown, must, in order to produce all its good effects, be gradual, as must any change intended to reach and affect the character of a whole people. For such a change cannot be brought about by the enactment of a statute, or the providing a fund. It can be brought about only by gradually interesting the whole population in it ; by making each town, each village, each neighbourhood assist in it, contribute to it, and superintend and watch it, as a private interest of their own, which they will not trust out of their own hands. They must feel too, that it is not a charity, or a favour granted to them by others, or sent down from their ancestors, but a right purchased and paid for by themselves, to which they have as clear a claim, as they have to the protection of the laws or the offices of religion. This is, of course, the work of time, of habit, and of experience. The statute book can no more do it, than it can compel a man to manage his own business skilfully, or regulate his household with discretion. It is, therefore, only where popular education has been the anxious care of the people, until it has become to them as a personal interest or a domestic want, that we can expect from it the wide practical results in the character and condition of a country, which it is undoubtedly, at last, able to produce.

AGRICULTURAL EDUCATION IN UPPER CANADA.

No. I.

BY H. T. HIND, ESQ., MATHEMATICAL MASTER, ETC., NORMAL SCHOOL, U. C.

It has long been a trite saying among practical men, that "a work well begun is half finished ;" the aphorism loses none of its force when applied to theory or system, especially a system of Education.

Among the multitude of sincere and perhaps benevolent individuals who have in times past thought, written, and lectured upon the best mode of provi-

ding for the education of the million, how few have developed schemes which have borne the only convincing test of long continued success.

Who is prepared to question the value of experience and knowledge, so laboriously attained, or to express general disapprobation and distrust, because that which observation extended over a series of years has sanctioned as good, may embrace peculiarities in opposition to our own sentiments and views ?

With the extraordinary facilities for rising in the social scale, and becoming *intellectual* as well as *practical*, which modern enterprise and art present to all, we no longer wonder that the governments of European States should have been anxious and careful, not only to direct the education of the people, for the purpose of elevating their character and improving their national resources, but also to control the exercise of new and questionable opinion, wherever it might have been prejudicial to their particular interests.

It may appear somewhat remarkable that an element of so vast importance in the economy of a state, should have been comparatively neglected in almost every country before the commencement of the last half century ; an anomaly partially explained by the progress resulting from the energies and discoveries of a few master-minds, during or antecedent to the same period, favoring the exercise of "unexampled art," which has placed within the reach of the "poorest subject," the privilege before enjoyed by those only on whom fortune had lavished opportunity and wealth.

One of the most marked features in the character of modern European Education, is the especial reference which a considerable portion of the knowledge imparted has to the future occupations of the pupils. The governments of some continental states have particularly distinguished themselves by their efforts to render the education of the youth a stepping-stone to his pursuits as a man.

The relationship existing between the government and the people has enabled some of those states to adopt and enforce a system of universal instruction, comprehensive, uniform, and in conformity with their political condition ; while others, possessing a far milder authority, have exerted their influence to establish seminaries, characterized by the same discriminating regard to the future occupations of their youth.

It may be considered as a universal law, that by far the greater part of the rising generation in all countries are destined to devote their energies and to seek for the means of maintenance and independence in the exercise of one of the three great sources of national industry and wealth, Agriculture, Manufactures, and Commerce.

The consciousness of this universal limitation in the pursuits of the million, has induced the promoters of general education in Europe to have especial regard to instruction in all that pertains to these several branches of industry. It is thus that we find the majority of the German States exhibiting the strongest desire to embody in their systems, seminaries for particular instruction in those subjects which may be advantageously brought to bear upon the after-life pursuits of the individual pupil ; and other nations, following this laudable and patriotic example, are drawing largely from their experience, without engrafting upon their own systems the peculiar national characteristics of their originals, wisely selecting much of what time has shown to possess to them intrinsic worth, and rejecting peculiarities of a local or political character.

The most prominent illustrations of this distinguishing feature, in modern European Education, are to be found in the numerous Schools of Commerce or Trade Schools established throughout Germany and France,—in the Agricultural Seminaries and Model Farms of those countries,—of Switzerland, Sweden, Great Britain and Ireland, Holland and Belgium ; more indirectly in the encouragement given to Societies and Associations for the improvement of Agriculture and Rural Economy—in the formation of literary, scientific, and philosophical institutes ; and lastly, in the amazing increase of periodical papers, magazines, and reports, especially devoted to all the concerns of practical life, of which latter important elements the United States and Canada already offer numerous and influential examples.

The results which have arisen from the establishment of this principle in Education, have been most flattering and satisfactory, wherever time has permitted them to be tested with rigor. It has given a ceaseless impulse to the progress of national improvement, both intellectual and practical, and in its bearing upon the future domestic and political condition of nations, it seems destined to exercise a most varied and beneficial influence.

Peculiar and local circumstances have naturally a marked effect upon the precise nature of the *general* information afforded by the above mentioned instruments of Education, but more widely do climate and relative position necessarily modify the *particular* education of children in schools. It would be considered a fruitless expenditure of time and labor, to give the youth of this country an intimate acquaintance with the regulations which affect the internal commerce of central Europe, or to pursue the precise method of educating the prospective school teacher or farmer, which we find adopted in the training seminaries of Switzerland, or the primary schools of France. The principle is always the same, but the details are widely different ; the chief object being, to make each individual pupil acquainted with what may be of direct use to him in after-life occupation ; consequently, to conform the knowledge imparted as much as possible to the habits, associations, and advantages, by which he is surrounded, independently of those subjects which universally constitute the ordinary routine of common school instruction.

The internal condition of Canada is of a nature peculiar to herself, and to a few of the western states of the neighbouring Republic. Nine-tenths of her energetic population are engaged in Agricultural pursuits ; and such is the happy facility* for the industrious mechanic to advance his interests, that, with judicious economy, the produce of his labour may enable him in a very few years to unite farming operations with his other means of obtaining independence, if not affluence,—an association almost invariably met with beyond the limits of large towns, whenever industry and discretion have characterized the individual.

It therefore becomes an object of extreme interest to the rural population of Canada, that their children should be educated in the theory and practice of Agriculture ; that they should be instructed, as far as is consistent with their station, in the rationale of those occupations they are destined to pursue in future years ; that they should be able to understand the relation of earth, air and water to vegetable and animal life, be made acquainted with the office of the soil, and of some of its constituent elements in the growth of plants, and comprehend the necessity of *feeding* the soil, as they would themselves, to save it from pining away under the repeated abstractions of its most important and nourishing ingredients ; and, indeed, so bright has been the light which the

investigations of modern chemists have thrown upon the economy of the vegetable and animal world, that a youth may become sufficiently acquainted with all the conditions necessary to the favourable development of plants, without having ever witnessed the *modus operandi* adopted by the experienced practical farmer. But, as in all operations of the kind, circumstances occur which theory may not, perhaps cannot, take into account, or in which a capability of observation and reflection, too refined to be generally possessed, may be implied; it is needful that other and more extended means of obtaining information should be accessible to the young farmer, than those which ordinary sources and experience present to him.

The foregoing remarks suggest the consideration of the mode in which the primary object of Agricultural instruction can be most advantageously attained in this country, together with the capability of that instruction being duly and effectually imparted, and, in default of opportunity for its practical elucidation, to consider the manner in which that important deficiency may be remedied.

Here, again, it will be necessary to glance at the course adopted in Europe, and selecting those features which appear to be adapted to the present circumstances of Canada, endeavour to give them an applicable form, possessing the characteristic of real and permanent utility.

The most important consideration with reference to the Agricultural Education of a community, or of an entire people, embraces the principle, that the subjects of instruction, and the mode of imparting that instruction, should be *generally* applicable to the circumstances of the country, and of practical benefit to its inhabitants.

We find the means adopted by European Nations to possess several distinctive features. The establishment of Agricultural Professorships in their Universities, or of colleges devoted expressly to all the concerns of rural economy, have been warmly embraced and sustained by many; others again have introduced into their common or primary schools the *general* outlines of the theory of Agriculture, as in Scotland and parts of England, or a more detailed illustration of some particular departments—such as the grafting of fruit-trees, especially taught in the primary schools of France, while very generally a theoretical, and, if possible, also, a practical study of the Science and Art of Agriculture, constitutes one of the most prominent subjects of instruction in the training seminaries of Great Britain, Ireland, and Continental Europe. However well adapted the former of these methods may be to produce a beneficial effect in those Countries where they have been established and supported, yet can it be expected that they would be productive of general information and consequent utility in Canada, under her present circumstances.

Sufficient proof has already been afforded of the encouragement likely to be given to the establishment of a Professorship of Agriculture in the University of King's College, Toronto.

The formation of Agricultural Schools, with their necessary adjuncts—model farms, would perhaps meet with but little more success, arising from the circumstance that such establishments are too much in advance of the undeveloped wealth and limited population of the Country.

In new and comparatively thinly settled states, where land is to be obtained at little cost, and available capital of very limited amount, "men prefer cultivating much to cultivating well." Hence it can only be expected that in the

immediate vicinity of large towns individuals would be found able or willing to give the proper time, or incur the necessary expense, attending the course of instruction to be adopted in establishments devoted exclusively to a scientific and practical elucidation of all the minutiae of farming operations. Even among those whose means and opportunities would permit them to embrace any advantages of the kind which might be open to them, it is questionable whether the majority would not prefer directing their attention to other and more remunerative studies, at perhaps the same, or at least a very small increase of expenditure of time and capital.

The climate and circumstances of Canada would also materially affect the present value of information on various subjects connected with the economy of a farm, to which especial attention is devoted in the Agricultural seminaries of the densely populated European states, and which will always constitute a most important element in the comprehensive study of rural economy to be adopted in such establishments, without which, indeed, they would be shorn of half their value.

We find, upon examination, that the rearing and fattening of cattle comprises a very important part of the course of instruction pursued in those institutions. The practical value of that information depends upon the facilities afforded for the sale of the produce of the dairy, and the money-value of the animal for the purposes of the butcher. Such information would possess comparatively little value in a country, where, on the one hand, the ordinary supply is greater than the demand—where, as yet, encouragement for excelling in that particular department, is, from the nature of circumstances, extremely limited, and no suitable market offers remunerating prices, when more than ordinary outlay and care have been expended; while, on the other hand, the means for advantageously exercising that knowledge do not as yet lie within the reach of the farmer.

A preliminary step has to be taken, requiring considerable length of time for its accomplishment; namely, the introduction of new varieties of grasses, oil-bearing seeds, and other vegetables, of a character adapted to the climate and soils of Canada, and favourable to the attainment of the object in view; a desideratum to be arrived at rather by a proper course of experiments in numerous separate localities and on different soils, in a manner hereafter alluded to, than through the instrumentality of a Model Farm; while, whatever relates to the improvement of the breed of cattle is slowly yet beneficially being effected by the agency of private enterprise, and the daily extending influence of Agricultural Associations.

In a country where every farmer is, or may eventually become, his own landlord, unfettered by any of those restraints which so effectually retard the progress of good husbandry, under the tenant system of Europe—the primary object should doubtless be, to diffuse general agricultural information as much as possible throughout the length and breadth of the land, and when by that means the attention of farmers is directed to the subject, and the vast advantages which flow from Scientific Husbandry are become manifest to all, other and more extended means of obtaining accurate knowledge, applicable to the wants of the country, will be fully appreciated and sought after. To effect this desirable object, and to ensure an enlightened and interested attention to the more elaborate details of the Science and Art of Agriculture, we must look to the common schools of the country.

AGRICULTURAL EXPERIMENTS CONNECTED WITH THE PROVINCIAL NORMAL SCHOOL.

Letter addressed by H. Y. Hind, Esquire, to the Chief Superintendent of Schools.

REVEREND SIR :

Allow me to present for your consideration and approval a list of Agricultural Experiments which may, perhaps, be made with advantage in that portion of the garden attached to the Government House which you may hereafter propose to set apart for the purpose.

I am induced to solicit an early attention to this subject, from the necessity of commencing, at the very first opportunity, certain preliminary operations, without which the experiments in question can scarcely be productive of advantageous information ; and also, that any suggestions of your own may be embodied immediately in those which are contained in the accompanying paper, supposing the enclosed to meet with your approval.

You will doubtless consider it most necessary that the soil upon which the experiments are to be made should be effectually drained.

Since draining has become one of the most important elements in the Science and practice of Agriculture, it would be very desirable to know what form of drain is best adapted to the peculiar circumstances of this country.

Long continued experience in England and Scotland has shown that the pipe drain, having a bore of about one inch and a-half, is the most durable and efficient of all the various modes hitherto practiced of draining the soil. Road metal or pebble drains offer advantages perhaps as great, with regard to temporary effect, but are far inferior in point of durability. And in the United States, common brush is occasionally substituted for pipes or road metal ; while, however, a pipe drain, well constructed, will last a life time ; a road metal or pebble drain, perhaps ten years ; a brush drain must be renewed after a still shorter period.

In many parts of this country, the expense of pipe draining would tend to prevent its general adoption. The same objection, though not with equal force, applies to road metal drains ; and brush drains are too destructible to be ordinarily applied by the careful and economical farmer.

For the purpose of ascertaining whether another mode of draining the soil, applicable to the circumstances of this country, might not be adopted with advantage by the farmer, I would suggest that an experiment should be made with a *wooden drain*. Let, for instance, the ground be prepared in the usual way, by digging an open ditch to the depth of three feet, being fifteen inches in breadth at the top, and gradually sloping downwards, until at the depth of thirty-two inches it is no more than four inches in breadth ; the remaining four inches are to be cut in such a manner as to leave a base of two inches at the bottom of the drain ; three planks, being one or two inches in thickness, four or five inches in breadth, and of any convenient length, are then to be placed at the bottom of the open ditch so as to form a triangular box, resting upon a plank two inches in breadth. The object of leaving the planks inclined is to confine the current of water flowing through them, which has the effect of preventing the accumulation of sediment. When the earth is returned to the open ditch, the sides of the drain will be preserved in a fixed position by the

superincumbent pressure, and the superfluous water will rise chiefly through the interstices at the bottom of the box. The planks will begin to decay first at their points of contact; this, however, will have little or no effect at the top of the box upon the efficiency of the drain, and the heavier particles of sand entering from time to time through the lateral joining of the planks will, by settling at the bottom, tend to prevent their shifting as the decay of the material advances, without the inclination of the drain is so great as to allow all the sandy particles to be washed away by the stream of water passing through it; and under any circumstances the relative position of the side planks may be maintained by means of a cedar peg introduced through them into the adjacent soil.

When turnings are required, it would be advisable to make use of very short pieces of plank, in order to make the turnings as nearly approaching to a curve as possible. The mouth of the drain might be filled with road metal for the space of two or three feet, in order to exclude vermin and atmospheric air as much as circumstances will permit, thereby retarding, in some measure, the decay of the materials.

It is probable that a drain of this description would be discovered to last considerably longer than a road metal or pebble drain, at the same time being more efficient and in this country less expensive. Where cedar plank can be procured at a small cost, it is questionable whether this form of drain will not be found to vie, in permanency and adaptation to the severe climate of Canada, with pipe or tile draining. In order to test its comparative efficiency, it would be advisable to have a few of the parallel drains, hereafter alluded to, constructed according to each method, and accurate observation made at stated times for the purpose of ascertaining the amount of water they respectively convey away, in a given time, after a shower of rain.

The great difference existing between the climate of this country and that of Great Britain and Ireland, will perhaps materially affect the mode in which the draining of land can be most advantageously prosecuted in Canada. It will therefore be expedient to note every circumstance connected with the appearance of the crops on the drained soil, during the prolonged period of drought, so usual in the summer months of this climate. And with reference to the construction of the drains, it may be considered advisable to leave the space of a few feet immediately accessible, in order to exhibit a practical illustration to the pupils of the Normal School of the mode in which different kinds of drains are constructed.

The sub-soil plough has been found to be a most influential follower of the drain, in promoting the welfare of the crops. The same effect may be produced by loosening the subsoil with a common garden fork, where the limited field of operations precludes the use of the subsoil plough. I would therefore propose that a portion of the subsoil should be submitted to that process, in order to test its comparative effects.

In the experiments made to ascertain the respective influence of different manures, it will perhaps be deemed sufficient, for the present at least, to confine the experiments to those substances which are either accessible to the generality of Farmers in the neighbourhood of large towns, or exist in their own immediate vicinity, or may be procured at a comparatively trifling cost, the peculiar condition of this country rendering the use of expensive addition

to the soil, as long as the low price of land and produce continue, a measure of precarious character.

The real value of Agricultural experiments depends essentially upon a correct acquaintance with every circumstance under which the experiments are made. It is, therefore, of the greatest importance, that an accurate and continued account should be kept of every thing connected with the experiments in question. Among the most prominent which suggest themselves at present, are,—

1st. An analysis of the soil and sub-soil upon which the plants grow, its absorbing and retaining power, &c.

2nd. The precise weight and description of the seed sown.

3rd. The time of its being placed in the soil ; the nature and quantity of the manure applied.

4th. The nature of the vegetables grown upon the soil the preceding year.

5th. The appearance of the crops at weekly intervals.

6th. The precise appearance of the crops, before and after top-dressing.

7th. The amount of rain falling upon the soil during the growth of the plants.

8th. The period at which they were reaped, with an account of the weight of the seed and stalk, tops or roots, according to the nature of the plant.

9th. The weight of the dried portion of the several plants—together with the quantity of inorganic matter contained in them respectively.

10th. An exact account of the labour employed and expense incurred during the experiments.

The accompanying list embodies upwards of fifty different experiments, for the purpose of testing the comparative effects of those manures upon different vegetables, which are easily accessible to the farmers of this country ; also of ascertaining the effect of sub-soiling and thorough draining, and of approximating to the produce per acre of certain other vegetables, the cultivation of which may be attended with great benefit to the agricultural interests of this country.

I am, Reverend Sir,

Respectfully yours,

H. Y. HIND.

March 15th, 1848.

W H E A T.

1. One bed wheat, without farm-yard manure.
2. One do. with do. do.
3. One do. with subsoil stirring and farm-yard manure.
4. One do. with do. wood ashes and farm-yard manure.
5. One do. with do. lime and do. do.
6. One do. with do. lime, wood ashes, and do. do.
7. One do. with do. do. common salt, and do. do.
8. One do. with do. farm-yard manure, and top-dressing with gypsum when in early leaf.
9. One bed wheat, with subsoil stirring, farm-yard manure, and bone dust.
10. One do. with do. do. do. and top-dressed, when in early leaf, with fermented stable urine.
11. One bed wheat, with subsoil stirring, farm-yard manure, and top-dressed with the ammoniacal liquor of the gas works, when in early leaf.

O A T S.

12. One bed oats, with farm-yard manure.
13. One do. with subsoil stirring and farm-yard manure.
14. One do. with do. do. do. ashes, and lime.
15. One do. with do. do. do. and top-dressed with gypsum when in early leaf.

B A R L E Y.

16. The same as oats.
17. do. do.
18. do. do.
19. do. do.
20. One bed barley, with subsoil stirring, farm-yard manure, and top-dressed with fermented stable urine when in early leaf.

P O T A T O E S.

21. One bed potatoes, with subsoil stirring.
22. One do. do. do. and farm-yard manure.
23. One do. do. do. do. do. and top-dressed with gypsum when in early leaf.
24. One do. top-dressed with fermented urine.
25. One do. with subsoil stirring, farm-yard manure, lime, and common salt.
26. One do. with do. do. do. and wood ashes.
27. One do. with farm-yard manure.

T U R N I P S.

28. One bed turnips, with farm-yard manure.
29. One do. with do. do. and subsoil stirring.
30. One do. with subsoil stirring, farm-yard manure, and bone dust.
31. One do. with do. do. do. and ashes.

P E A S.

32. One bed peas, with farm-yard manure.
33. One do. with subsoil stirring and farm-yard manure.
34. One do. with do. do. do. and lime.
35. One do. with do. do. do. and top-dressed with gypsum when in early leaf.
36. One bed peas, with subsoil stirring, farm-yard manure, and top-dressed with fermented urine when in early leaf.

M I S C E L L A N E O U S.

37. One bed French Beet, with farm-yard manure.
38. One do. do with subsoil stirring and farm-yard manure. (The process adopted for the manufacture of sugar from the beet is the same as that pursued with the sap of the maple.)
39. One bed Jerusalem Artichokes, with farm-yard manure.
40. One do. do. with do. do. do. and subsoil stirring.
41. One bed Indian Corn, with subsoil stirring and farm-yard manure.
42. One do. do. with farm-yard manure.
43. One bed Safflower, with do. do.
44. One do. with subsoil stirring and farm-yard manure. (The Safflower appears to be well adapted to the climate of Canada. The process of obtaining the dye is exceedingly simple, and the price of the article very remunerative. The chief supplies of this article of commerce are derived from India and Turkey.)

45. One bed Sunflower, for oil. (The climate of Canada is also admirably adapted to the peculiar nature of this vegetable. The cake which remains after the oil has been expressed, forms a very flattening food for cattle.)
46. One bed Hops, with farm yard manure.
47. One do. do. do. and subsoil stirring.

A portion of the Lawn set apart for

1. Experiment with the ammoniacal liquor of the gas works, used as a top-dressing.
2. With gypsum, as do.
3. Fermented Urine, as do.
4. Solution of common salt, as do.
5. In its natural state, for comparison.

STATEMENTS AND REMARKS ADDRESSED BY DISTRICT SUPERINTENDENTS TO MUNICIPAL COUNCILS.

LONDON DISTRICT.

February 1st, 1848.

The Warden having addressed the Council,

Mr. Elliot, the District Superintendent of Common Schools, said he wished in the first place to explain why he had not been able to pay in full that portion of the School Fund arising from Tax. At the last February sitting of the Council a By-law was passed, requiring the sum of £1600 to be raised for Common School purposes. Having been apprised of the passing of this By-law by the Clerk of the Council, he had notified the Trustees of the various sections of the amount which they might expect, as the statute required he should do. But instead of £1600 it turned out that only about £1061 were put upon the collection rolls, and he stood in the position of one who having £10 promised him to make a certain payment, had £7 handed to him to do it. He had applied to the Council at their last meeting to know what was to be done, and a resolution was then passed that the deficiency should be made up out of the general funds of the District. He had not, however, been able to get one shilling of that money, and hoped the Council would take some step to have it paid at once, as the Teachers were suffering much inconvenience for the want of it.

There were 200 Common Schools in operation in the District during the past year, and there would be several more during this.

He could not say he discovered any very decided improvement in the condition of these schools, since he had had an opportunity of observing them. He questioned very much whether they had much improved since the act of 1843 came into operation. And why? Because, the remuneration given to Teachers now, was little or no greater than it was then, in some cases not even so great; because it sometimes happened that the amount of the school fund coming to a section was greater then than it was now. For now the school fund was distributed over so large a number of schools. But if the schools had not materially improved, elementary instruction was much more widely diffused. For, with the exception of some parts of the newly settled Townships, there was no part of the London District in which children might not

attain such instruction, if their parents were disposed to avail themselves of the opportunity.

He took it that every man of respectable attainments, of judgment and ability, knew and felt his worth, and that such men would not devote themselves to the occupation of Teachers for the remuneration now generally given. And they might set up Normal and Model Schools; aye, they might set them up in every Township, but well qualified persons if they were to continue Teachers would require to be better paid than they now generally were.

It was no uncommon thing to hear the Teachers of the Common Schools spoken of as persons very inadequate for their duties. And he was not disposed to deny that in many cases they were not nearly so well fitted as they might be. But he would say that they were just as competent, quite as well qualified, as could be expected, considering the remuneration and treatment they received. For what was the fact? In the first place a Teacher was expected to be a person of unblemished character. In the next, he was expected to be able to teach everything. And what was he to get? from ten to sixteen dollars a month.

If he was a man with a family he was put into the meanest and most comfortless house in the settlement. If he was an unmarried person he was generally required to board from house to house,—exposed to all the annoyance of that most pernicious practice,—with his feelings wounded,—and feelings, too, of that sensitive character which we so frequently find in persons living so much apart from the world.

He knew there were neighbourhoods where it was absolutely impossible for the inhabitants to pay competent Teachers. In such cases there was at present no alternative but to await the time when those inhabitants would have more means at their disposal. But the most discouraging part was, that in some of the oldest and best settled parts of the country, there were some of the worst schools; because the absurd idea prevailed, that well qualified Teachers should be procured upon the same terms as mere labourers with the hand—and because the Teachers that were engaged were constantly changed—and indeed he did not think there was a greater evil than this constant shifting and changing of the Teachers. The bad consequences resulting were too obvious for him to detail them. It took some time for children to become acquainted with the method of their Teacher—it took some time for the Teacher to become acquainted with the different capabilities and dispositions of his pupils; but no sooner had this mutual acquaintance been brought into existence than it was severed by the abrupt dismissal of the Teacher. And his successor, confident of meeting with the same requital, cared but little for the improvement of those committed to his charge. He positively declared he knew sections, in which, for the last two or three years, the school money had been utterly wasted on account of this constant changing of the Teachers.

It was no wonder then that there were people who said, “you will never have good schools while you give so much power to the Trustees,” and who would place the entire control of those schools in the hands of the Executive Government. He need not say, however, that there were considerations which might render such a course very undesirable. These were persons who expected far too much from the School Law—person who sat with folded arms, and when they saw inefficient schools, exclaimed,—“oh! the miserable School Law!”—as if the School Law could ever be expected to help those who would

not stir to help themselves!—Why, the root of the law was in the people themselves—it was they, who by their Trustees, selected the Teacher—it was they who fixed his remuneration, and decided the term of his engagement. All that the School Law could be expected to do, was to preserve something like order and system—to give facilities for the establishment of schools—and to prevent the School Fund being given to improper persons offering themselves as Teachers. And it was idle for persons who were unprepared to advocate a coercive School Law, to attribute the inefficiency of the schools entirely to the existing law.

There was not a more troublesome duty under the act than the regulating of the School Sections. Many of these, he believed, had not been laid out in the most judicious manner, but having once been laid out by persons of competent authority, he thought they should be scrupulous about altering them. It was, he conceived, to concentrate the payments for school purposes, in order to secure the services of respectably qualified Teachers, that this plan of dividing the Townships into sections had been devised. He thought, therefore, it was improper to divide them on account of any party or personal feeling, or for any reason other than the convenience or inconvenience of the distance to be travelled.

He did not see a necessity at present for going to the expense of establishing a Model School in the County. The Provincial Normal School was in operation, and a large sum was appropriated to it. A few of the Teachers of the County had gone there, and several others were likely to follow. When they returned he hoped they would be able to get an adequate remuneration: and that thus gradually a better class of Teachers might be obtained. But he apprehended that it was not through the mere provisions of the School Law that this desirable result was to be brought about, but by the cordial co-operation of all who appreciate the superiority of an intelligent and well-informed population over an ignorant one.

For himself he had attempted to administer the law, not so much as to the strictness of the letter, as for the end of promoting the efficiency of the schools. How he had succeeded it was for them to say. He had held that appointment with a deep sense of its responsibilities. It was essentially popular in its character; it could be of no use without there was confidence in him who filled it, and not one hour did he wish to retain it whenever he should be without that confidence.

SIMCOE DISTRICT.

TUESDAY, 1st February.

To the Warden and Council of the District of Simcoe.

GENTLEMEN,—In presenting this my first Annual Report, I much regret that it is not in my power to furnish any statistical information on the Common Schools of the District, as there are many of the School Reports not yet received; and of those which have been sent to me, several I have been obliged to return for the purpose of having their inaccuracies corrected. I hope at your next session to be able to present a complete view of the educational prospects of the District.

In visiting the various Schools of the District, I have observed that the Teachers generally are deficient in system, and in the best methods of instruc-

tion, shewing the necessity of adopting some plan by which more uniformity might be obtained. The Normal School of Toronto furnishes at present the only means of perfecting our Teachers in this branch of knowledge. And while on this subject, it may not be amiss to suggest to the Council the propriety of selecting two or three young men of good attainments to be sent to the Normal School at the expense of the District; and on the completion of their course of education at that institution to be employed by the Council itself in visiting the schools of the District and giving instructions to the Teachers themselves as well as to the children, thus combining in a limited degree the advantages of both a Normal and a Model School. I have no doubt that much good might be effected in this way, and I have pleasure in saying that the generality of the Teachers of this District would give their utmost support to such a plan and receive with gratitude the instructions imparted to them at their own schools; indeed, I have frequently witnessed the great desire existing amongst many of our Teachers for the opportunity of improving themselves. I need scarcely add how much more effective and satisfactory to the public this method would prove than that proposed at the last session of the Council, of first educating a small number of youths and then stationing them in particular parts of the District, the benefits from which would be entirely local, thus causing much dissatisfaction to the greater part of the county.

I have received from the Chief Superintendent of Schools, a set of the books published under the auspices of the "Irish National Board of Education." They seem to be well adapted to the wants of our Common Schools, containing a great amount of useful knowledge and forming an easy introduction to the Sciences and Natural Philosophy. I certainly think, that were these books more generally introduced, many of the difficulties which Teachers have to contend with, would be removed, as they not only convey instruction to the pupil but frequently offer satisfactory explanations and advice to the Teacher himself.

I have much pleasure in stating that the Townships of West Gwillimbury and Tecumseth contain some very good schools. There is also an excellent one at Orillia, and many in other parts of the District doing credit to their Teachers and giving much satisfaction to their supporters. I have invariably found the success and usefulness of the Common School to be in direct ratio to the intelligence, enterprize and activity of the Trustees; wherever they do their duty the Common School is flourishing and well attended. I cannot help remarking that much of the success and correct working of our Common School system depends upon the efficiency and capability of the Trustees, and did parents only reflect that the best interests of their children, of society, and of the country at large, are all deeply concerned in the successful establishment of our Common School system, they would exercise more discretion in the election of their Trustees.

At present, conflicting interests of various kinds have their sway at these elections; and politics, sectarianism, and national prejudices exert a more important influence in directing the choice of the people, than either morality, education, or piety.

I have observed that many of the old school-houses in the District are in a most wretched and dilapidated state, being furnished neither with desks or seats, or any convenience for the comfort of the children. There are, however, others of a very opposite character, and generally where new ones have been

built they are sufficiently large and commodious, though far from containing all the requisites of a well conducted Common School.

The Chief Superintendent in his late Lecture very conclusively advocated the principle of providing for the expenses of the Common Schools by an assessment upon all the rateable property of the section. Many arguments might be advanced to prove the benefits to be derived and the inconveniences to be avoided from the adoption of such a plan, but I will not urge the matter upon the attention of the Council at this time, further than to request, that should application be made to them for such a purpose, that they will give the plan their most attentive consideration.* I would not wish that the people should be forced into any measure of the kind, but I certainly think that should it be adopted in only a single school section, much time would not elapse before others would adopt the same principle.

I have to request, gentlemen, that you will audit the accounts presented herewith, as the Chief Superintendent has stated that it will be unnecessary to forward my vouchers to the Inspector-General if you certify to their correctness.

I am, Gentlemen, your most obedient servant,

HENRY A. CLIFFORD,
S. C. S. District of Simcoe.

BATHURST DISTRICT.

REPORT OF THE REV. JAMES PADFIELD, DISTRICT SUP'T OF COMMON SCHOOLS.

To the Warden and Councillors of the Municipal Council of the District of Bathurst, in Council assembled.

The District Superintendent of Common Schools for the Bathurst District having learned that he is expected to make a report of his proceedings in his official capacity, embracing the several subjects connected with his duties, begs leave to report as follows :—

In the first place he would observe, that not being aware that any such Report would be required from him, he will not be able to enter so minutely into particulars as he otherwise would have done, and as the importance of the subject so justly merits. His remarks will necessarily be brief and of a very general character, as he does not, at present, consider himself confident to give expression to any very decided opinions on the subject of Common School Education in the Bathurst District. This arises, first, from his recent appointment to office ; secondly, from his having been prevented by severe and protracted illness from making so full a visitation of the schools in the District as he could have wished ; and thirdly, from the close confinement to which he has of late been subjected, in consequence of having to pay away the Legislative Grant of money for school purposes for the year 1845.

Having made these prefatory remarks, he will at once enter into the subject upon which he was requested to report, and confine his observations :—1. To Common School Education generally throughout the District. 2. To particular Townships. 3. To individual Schools. 4. To Female Schools. 5. To School Libraries. 6. To Associations of School Teachers for mutual improve-

* The Schools in the town of Barrie are now supported on this principle.—Ed. J. of E.

ment. 7. To Money matters, the School Assessment. 8. Moneys received and disbursed. 9. Moneys still due to the District by late Township Superintendents, &c.

1. The subject of Common School Education generally is one of the utmost importance, since the future welfare of this splendid and fertile country must greatly depend upon the well directed efforts of the rising generation; and the rising generation must obtain their knowledge and imbibe their principles for the most part in the Common Schools of the land. As this subject demands the close attention and the strict regard of the well informed among all; of the friends of virtue, and learning, and progressive improvement everywhere; so the District Superintendent believes that the inhabitants of the Bathurst District generally, who are heads of families or guardians of youth, are to a great extent very deeply and very properly influenced by a constant concern for the instruction of the youth of the District in sound learning and good principles. True it is that in too many instances such Teachers cannot be procured as the urgent wants of different neighbourhoods require; and though individual instances occur in which both Trustees and parents seem not unwilling to sacrifice the welfare of the young for the sordid consideration of a few pounds saved in the salary of the Teacher, yet, in general, in most of the School Sections that have come under my notice, there has been no want of a desire to procure the services of the best instructors their circumstances would afford. Against the accomplishment of this desire, the cutting up of Townships into School Sections, much smaller than need requires, militates most grievously. This indeed is a subject which merits the wise and careful consideration of the Council; and must receive it, if the Common School Act is to have its desired influence amongst us. But this I need hardly mention, as almost every one is aware of its necessity. Judging more from what I have heard than from any opinion I can form myself at present, I should say that Common School instruction is becoming from year to year better and more efficient throughout the District. In the more remote Townships this is of course less observable than in the larger settled localities. But even in them the most laudable efforts are made and the best endeavours used, with some exceptions, to secure the services of efficient Teachers.

2. In regard to particular Townships, a few might be named which stand foremost in the District in respect to Common School instruction. But as I do not consider myself to have obtained sufficient knowledge on this point to speak with much certainty, I shall defer making any further remarks on this head till a more intimate knowledge of the District shall enable me to speak with less hesitation.

3. In like manner, though I could report most favourably of three or four individual schools as being well managed and admirably conducted on the whole; yet, I trust, I shall not be considered as exercising too much caution if I forbear at present to make especial mention of them.

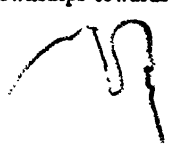
4. There are several Female Schools in the District, and in general they are well conducted and attentively managed. In thickly peopled neighbourhoods I should like to see their number increased and all their Teachers authorized to participate in the benefits of the School Fund.

5. The subject of School Libraries is one of deep importance. The judicious establishment of such sources of improvement in all the well settled

Townships would be fraught with the highest advantages to the rising generation. It is a subject in which I feel a deep and lively interest, and which I have not failed to recommend wherever I have thought it likely that such recommendation would be regarded. Time, however, must be allowed for the accomplishment of so desirable an end. The commencement is the great point; and this being entered into with vigor and discretion, I trust that, at no very distant period, there will be many of these useful institutions in the various Townships of the District.

6. I have also recommended Township Associations of Teachers for mutual improvement in several Townships. My recommendations on this subject have been generally well received; but I am not aware that they have yet been acted on in any one instance. I am fully persuaded that great good would arise to the Teachers by their meeting together monthly or oftener, as circumstances might seem to justify, for conversation on the duties of their profession, for mutual improvement, for explaining their several methods of instruction to each other, and thus increasing their professional knowledge for practical ends, and rendering their labours more efficient in their several individual spheres.

7. In regard to the money matters of the department, I have to remark, that the want of correct and accurate School Reports has occasioned, in some instances, considerable confusion and embarrassment, and in a few instances has led to the apportionment of sums of money in different Townships which could not be disbursed as apportioned; which sums still remain unpaid and subject to the orders of the Chief Superintendent. While on this subject, perhaps it would not be out of place to observe, that with regard to the apportionment of the money arising from the School Assessment, great dissatisfaction seems to prevail in almost every part of the District. This dissatisfaction does not seem to arise so much from the fact of an assessment being levied for school purposes, as to the mode of its apportionment and disbursement. It appears to be a very general opinion that the burden of payment of the rates assessed, and the benefits accruing to the School Sections paid, bear but a very partial proportion to each other. Several methods have been mentioned to me for remedying this grievance by different individuals, only two of which I shall at present notice. The one is, it has been supposed that if the amount raised in each School Section were repaid (the necessary deductions being made) each to its own School Section, general satisfaction would be given. The other is the supposition that if the usual sums collected for school purposes in all the Townships of the District were thrown into one total sum, (the necessary deductions being made,) and that total divided by the number of schools actually in operation, under the provisions of the Act, and the amount indicated by the quotient paid to each School Section, that thus a more equitable and satisfactory division of the money would be made. On the propriety or the merits of either of these two plans, I do not pretend to make any lengthened remarks; but at the same time I must admit, that if the latter mode be one which the law will sanction, it appears to me to be very simple in its nature and likely to be beneficial and acceptable in its consequences. Weak School Sections would be much benefited by it, and the Schools in remote and less wealthy neighbourhoods strengthened and rendered more efficient. With respect to the suggestion that has been made to me for the payment of the School tax to the several Townships in like proportion with the Legislative grant to those Townships, I have to observe, that there are two or three Townships towards



which the carrying out of this principle would, as it appears to me, be manifestly unjust, and would certainly be vexatious and unpopular. For example, to the Township of Westmeath the apportionment of the Legislative grant for 1847 is only £5 1s 0½d; the amount assessed upon the Township is £32 3s 8d: again, the amount assessed upon the Township of Pembroke is £21 19s 9d, and upon Stafford £8 0s 3½d, making together £30 0s 0½d—whereas the amount of the Legislative grant for both these Townships united is only £5 1s 0½d. It appears to me that in these instances, the necessary deductions being made, the full amount of the remaining balance should be paid to the School Sections in those Townships.

8. From the time of my appointment to office till the present date, I have received, of School money, independent of the Legislative grant for 1845, the sum of £239 19s 5d; School assessment and other moneys for 1846, for the Townships of Dalhousie and Drummond, the sum of £899 17s 4d; and of the former sum I have paid away £238 4s 3½d, leaving a balance thereof of £1 12s 1½d; of the latter I have paid away the sum of £845 7s 2½d, leaving a balance in my hands at present unpaid, because uncalled for, of £54 10s 2½d. Of the sum of £882 12s 9d, the Legislative grant for 1845, I have paid away to the present date upwards of £600. Of the School assessment, I have as yet received the amounts collected from only five or six collectors, and have paid the Teachers of only two or three Townships, so that the accounts still remain in so open a state as to prevent my rendering a more detailed statement.

9. In looking over the District Superintendent's Report for 1846, I find several persons named as still retaining school moneys in their hands, due the District from them as Township Superintendents under the late Act: a statement of the several sums thus due has been prepared and is ready to be submitted as the Council may direct. Several complaints also have reached me with reference to sums of money held by Collectors of Townships, which have either not been paid by them, or not paid to persons duly authorized to receive them.

Earnestly requesting every allowance may be made for the obvious deficiencies of these unexpectedly required and hastily written remarks, the District Superintendent begs leave to submit them with due respect to the Council.

EDITORIAL DEPARTMENT.

THE FUNDAMENTAL PRINCIPLE OF UNIVERSAL EDUCATION.

We solicit the attention of the Press and every friend of the universal education of the people of Upper Canada, to the first and leading article in this number, headed "*System of Free Schools in the New-England States*,"—reprinted from the second volume of the *London Quarterly Journal of Education*, 1831—a periodical issued under the direction of the *Society for the Diffusion of Useful Knowledge*, and at a time when Lord BROUGHAM was Chairman, and Lord JOHN RUSSELL, Vice-Chairman of the Committee.

The New England States are the only states in the world where education may be said to be universal among the people in connexion with popular institutions; and education is becoming universal among the people in the State of New-York and in other States of America, just in proportion as the New England system of supporting Common Schools according to property is recognized and acted upon. The Superintendent of Common Schools for the State of New-York, in his last Annual Report, dated January 5, 1848, remarks on this subject, that,—

"The extension of Free Schools in the State is progressing moderately; and laws are passed nearly every Session of the Legislature, providing for their establishment in populous and wealthy villages; while the poorer and less populous School Districts in the same towns (townships) are left to struggle on, year after year, the best way they can,—sustaining the School long enough each year to secure the next apportionment of the public moneys. Is this policy just? Is it right to discriminate in this manner between the children of the State? This great and essential question turns simply on the *modes* of taxation; by

changing this and requiring the Boards of Supervisors (our District Councils) to raise upon the counties respectively, a sum equal to the amount apportioned from the Treasury to each county for the support of Schools; and upon the towns (our townships) another sum equal to the apportionment to such town (township) from the *School Fund*,—which would increase the local taxation upon the counties, not to exceed five-tenths of a mill on the valuation in any county, and our Schools might be rendered nearly free to every child in the State." (p. 56.)

The suggestions here made are precisely those which were submitted by the Superintendent of Schools for Upper Canada in March 1846—in the first communication which he made to the Government respecting the Canadian School System, after entering upon the duties of his office. (See *Journal of Education*, No. 2, p. 41.) The only difference is, that School Sections were referred to instead of Townships, as we have no Township School Authorities or Committees in Upper Canada.

The inhabitants of the New England States are not wealthy, and their soil is not as fertile; nor is their climate as mild as that of Upper Canada. The principle on which their Common Schools are supported is, in every respect, equally applicable to Upper Canada. The elaborate article to which we have referred will exhibit, historically and practically, the nature and effects of that system of supporting Common Schools which we have explained in previous numbers of this journal, which, upon economical, moral, and social grounds, we have for the last two years sought to get established in this country, and without which, we are persuaded, the people of Upper Canada will never be an universally educated people. The District, City, and Town Councils being authorized by law to apply the property-principle of supporting Common Schools, it is only necessary, to have it fairly and fully brought before the country by the Press, in order to secure to the rising and future generations of Upper Canada the unspeakable benefits of its adoption.

SYSTEM OF COMMON SCHOOLS IN CITIES AND INCORPORATED TOWNS IN THE UNITED STATES AND UPPER CANADA.

We have, in previous numbers of this Journal, shown that the system of Schools provided for by the last School Act, in our Cities and Towns, was similar to that which exists in the principal Cities and Towns of the neighbouring States. We are gratified to see some of the first fruits of it beginning to appear in the proposed erection of new and suitable School-houses. We understand that the Corporation of the Town of London has resolved to erect two School-houses—the one in the eastern and the other in the western part of the Town—large enough to accommodate all the children of the Town—each having different apartments, and occupied by a Head Master and one or two assistants. We learn from the *Hamilton Gazette*, that the Corporation of that City has procured sites for four School-houses, which it intends to erect forthwith, in a style and with conveniencies adapted to the wants of that rapidly improving City, and appropriate to so noble and truly patriotic an undertaking.

We will now present to the public some statistics illustrative of the operation of the free system of Schools; that is Schools open to all, and supported by all, according to property. We copy the following Table from the Annual Report of the Superintendent of Schools in the City of Rochester for the year 1846. The author of the Report remarks:—

“The following tables show the comparative cost of Free Schools, in other Cities. They have been prepared with much care, and, it is thought, contain valuable information on the subject. Most of the facts from which they were compiled were obtained by direct correspondence with those having charge of the schools in the respective places named, and those not so obtained were taken from published documents and reports, and other reliable sources.”

NAMES OF CITIES.	Population	No Children of School Age	No. on School Lists	Average Attendance	Amount of Public Money received from the State Fund	Amount raised by Tax	Amount received on Rate Bills	Tax on each Inhabitant	Annual Cost per Pupil on average Attendance	Value of School Property	Cost per Pupil on aver- age, including interest on the value of School Property
Boston	114,366	25,731	17,306	18,208	\$4,492	\$194,127 49	....	\$1 69	\$14 66	\$300,000	\$17 66
Charlestown	14,500	3,500	2,696	2,069	679 69	16,390	....	1 13	8 33	52,550	9 58
Lowell	35,000	7,722	7,691	3,279	804 84	27,000	....	78	8 40	100,000	10 00
Salem	18,000	4,200	2,691	2,500	632 76	30, 00	....	1 66	10 88	50,000	11 88
New Bedford	16, 30	3,660	2,365	1,886	536 63	21,235	....	1 32	11 54	60,000	12 07
Cincinnati	65,000	15,278	9,838	4,486	4,237 90	28,647 19	....	44	6 14	125,900	8 73
Detroit	15,100	3,506	2,470	424	1,252 09	3,586	....	24	11 22	6,041	11 92
New York	390,000	81,000	76,983	38,676	39,183 38	169,989 78	....	41	7 10	825,000	8 70
Brooklyn	70,000	14,342	8,804	2,611	4,091 93	16,436 55	....	23	7 89	60,000	9 63
Rochester	80,000	7,796	5,984	2,467	2,666 83	11,300	....	37	5 66	42,900	6 42
Buffalo	35,000	7,568	7,236	3,377	3,142 60	14,055	....	40	5 98	50,000	6 55
Albany	41,139	8,918	5,152	2,045	4,341 50	8,663	\$67 3	23	6 70	45,000	7 30
Troy	25,000	4,326	997	850	3,487 37	2,449 19	850	13	7 98	20,000	9 16
Hudson	6,800	1,300	609	480	648	2,532	200	50	7 65	8,000	8 49
Utica	12,000	2,991	1,715	1,032	1,286 70	6,141 17	389	51	7 57	13,400	8 23

Respecting the above table, it is proper to remark, School-house property is not included; that in each of the Cities and Towns mentioned, there is but one Board of Trustees—sometimes consisting of the Corporation of such City or Town, sometimes of persons appointed by the Corporation, and in two or three instances of persons elected as School Commissioners in the same manner as are members of the Corporation. In the next place, let it be observed that the system of Schools in those Cities and Towns is the same as that which is provided for by the last School Act for Cities and Towns in Upper Canada. It will also be observed, that in the last of the Towns mentioned, the Rate-bill system to a very small amount was still continued in 1846. We understand that in Albany the Rate-bill system is now discontinued altogether. It will be seen that in 1846, it only amounted to £166 for the whole City—all the rest being raised by assessment.

The above table shows farthermore how small is the amount of aid received from the State, in comparison of that raised by the inhabitants of the several Cities and Towns by local voluntary assessment; and that in those Cities and Towns where the Rate-bill system had not yet been abandoned, the average expense of Schools was not less than where the true system of universal education obtains. We find the defective and poor apology for a system of Schools (for a system it could not be called) which has hitherto existed in our Cities and Towns is as expensive as the complete one established in the Cities and Towns above mentioned. In the City of Toronto, for example, there were in 1846, 4450 children of School age; of whom the names of only 1221 were on the School lists. The average attendance at School is reported to have been 1000. The amount of Legislative Grant apportioned was £473 17s.; the amount raised by Assessment was £473 17s.; the amount raised by Rate-bill was £809 11s. 7d; making a total of £1757 5s. 6d., and an average expense of each child in attendance at School of about £1 15s.; an expense equal to that which is incurred in several American Cities and Towns where a good system of Schools is in efficient operation. Under the operations of a proper system, the number of Schools in a City or Town will be reduced, and much useless expense thus saved, while the character of the Schools may be diversified to the several ages of children and their efficiency be proportionably increased.

In a future number we will give extracts from reports of Schools in various Cities and Towns where our new system of Town Schools is in full operation—showing that the objections and apprehensions which existed at the time of its establishment, as to its expensiveness, have been entirely removed by actual experiment, and have been succeeded by the most lively satisfaction and the most cordial and universal support.

In the New England Cities and Towns, the support of School-masters is on a more liberal scale than in the Cities and Towns of other States—an indication of greater intelligence in the New England States. Indeed, in these States, the profession of School-teaching, as a general rule, takes the precedence of the profession of law—as it did among the ancients. The following table of salaries of School Teachers in the Cities mentioned in the foregoing table, will be interesting :—

NAMES OF CITIES.	No. of Male Teachers	No. Female Teachers	Amount paid for Teachers Salaries Annually	Highest Salary paid Male Teacher	Highest Salary paid Female Teacher	Average Salary paid Male Teacher	Average Salary paid Female Teacher	Average No. of Pupils taught by each Teacher
Boston	56	221	\$149,426 00	\$2,400	\$325 00	\$1,260 00	\$315 72	47
Charlestown ..	7	35	14,000 00	900	255 00	900 00	206 00	49
Lowell	18	62	23,205 00	1,100	600 00	800 00	375 00	41
Salem	8	50	14,711 00	1,200	350 00	812 00	165 00	43
New Bedford ..	5	49	14,500 00	1,200	400 00	810 00	215 00	35
Cincinnati...	23	69	23,020 35	540	300 00	408 00	212 00	39
Detroit	4	10	3,350 00	400	200 00	400 00	200 00	30
Brooklyn ...	17	74	15,950 00	700	300 00	700 00	250 00	29
New-York..	..	..	78,221 55	1,500	500 00	1,000 00	250 00	..
Rochester ..	16	32	10,297 00	480	240 00	385 00	171 00	52
Buffalo	16	49	13,650 59	700	300 00	.....	.....	44
Troy	4	12	4,788 33	650	275 00	650 00	175 00	53
Albany	11	21	10,180 00	650	180 00	602 00	150 00	60
Utica	3	12	3,392 93	550	225 00	450 00	134 00	68
Hudson	4	4	2,740 00	700	300 00	450 00	200 00	60

We will conclude with two extracts from American newspapers—the first from the *Albany Argus*—then edited by the present American Ambassador to Russia, and published shortly before the total abandonment of the Rate-bill system in the City of Albany; the second relative to Town Schools in Texas. We are sure that no intelligent lover of the honour and social advancement of Canada can endure that the Texians (a name replete with strange associations) should distance us in patriotism and intelligence in the education of all the children of the country.

FREE SCHOOLS IN ALBANY.

We find in the *Argus* a report from the Commissioners of the District Schools of this city, by which it is shown that about 2,200 scholars attend at 9 schools, besides 117 at a coloured children's or Wilberforce School. The expense of their education, for a year, all things included, is over \$12,000, or nearly \$6 a child, and it is asserted that the system requires to be enlarged. We think it does. Why should there be a paltry charge of \$1 a quarter from some, while others are entered on the report as "indigent pupils?" Why this distinction in the capital of New York? It appears that, of the school

rates, only \$1,000 or \$1,200 are collected from about 2,400 children in the course of a year. Why not abolish these school rates, and collect the trifling difference by assessment on the 50,000 citizens of Albany, than whom a more opulent and liberal community cannot be found?

Albany is highly privileged as the seat of government, advantageously situated for acquiring wealth, and ought to take the lead in liberality, and afford an example to our legislators with reference to a free, useful, practical system of common school education. Education is the vital principle of representative government, and why should the wealthy city of Albany, incorporated as it was in the 17th century, be as far behind the village of Williamsburgh, on Long Island, in regard to Common-schools, as the 17th century was behind the 19th in enlightenment and mental progress? In the report of School District No. 1, Williamsburgh, no mention is made of *INDIGENT* scholars—there are no school fees—the village supplies all the children with books, paper, pens, slates, &c.; and the poorest child in the village sits down to the mental repast, on the most perfect equality with the most purse-proud citizen's heir. The only distinction made is with reference to acquirement and behaviour. Why should the rich and childless citizen, the opulent absentee, house or lot owner, not be required to pay his full share towards strengthening the props and pillars upon which our great social and political edifice rests? The writer has paid some attention to the condition of the District Schools at Rochester and Williamsburgh, and they appear, to him, to be placed on a far more equitable and efficient footing than anything he has seen of the kind in the city of Albany.—*Albany Patriot*.

GALVESTON FREE SCHOOLS.

About a year since we apprised our readers of the interesting fact that the citizens of Galveston, Texas, were making efforts to establish a Free-school system. We felt confident that there were not a small number of the graduates of the Massachusetts Free-schools in that city, and that they would infuse the real New-England educational spirit into its inhabitants. They know how to appreciate the benefits of a Free-school system, and wherever Providence may direct their path, will be felt the influence of their early education.

The measures for a system of Free-schools, as in some of the cities of this State have been successful. An active interest has been awakened, and the people are beginning to feel the need of universal education as a basis for universal suffrage. The northern educational spirit exists in Texas; it concentrates in Galveston, and will work its way towards the north, dispensing its blessings throughout the dark plains over which it is destined to pass. Let the north be faithful and meet it before it shall have passed the meridian of southern apathy, on this important subject.

We give, as an indication of what is now being done in Galveston, an extract from a circular of invitation under date of Dec. 4th:—"On the 25th of December, the building designed for the use of the Public-schools of this city, will be dedicated, agreeably to a resolution, passed by the Board of Trustees, by an address and other appropriate exercises." The Committee state that they believe it "will be gratifying to every friend of education to witness the commencement of a system, which, we trust, is destined to extend through the

length and breadth of our State, and afford to all the means of obtaining that inestimable blessing—a thorough education, free and universal.”

The programme of the exercises evinces that the citizens are deeply interested in the public schools of the city. The occasion should awaken the noblest sympathies and encourage the highest hopes of the whole fraternity of Teachers. All the friends of human advancement can read in facts like these, the speedy approach of a more equal bestowment of a nation's blessings in the elevation of the mass. Here is, indeed, the triumph of the true educational principle.—*Teachers' Advocate.*

FIRST PUBLIC EXAMINATION OF THE STUDENTS IN THE PROVINCIAL NORMAL SCHOOL.

The First (five months) Session of this important Institution closed on Thursday the 13th inst., by a public examination, which gave the highest satisfaction both as to the large amount of varied and useful knowledge imparted, and the intellectual and thorough method of imparting it. The matter for this number having been in type before the examination, we must defer an account of it until the next number, and in the mean time, we beg to refer to the account given in some of city papers; with this single remark, that the examination exceeded the most sanguine expectations of the warmest friends of the Normal School. We must, however, exclude other matter in type, to make room for the following Address, which was signed by all the Students, and presented at the close of the exercises, and to which the Head Master made an appropriate extemporaneous reply :—

To T. JAFFRAY ROBERTSON, *Head Master, Normal School*, and H. YOUNG
HIND, *Mathematical Master and Lecturer in Chemistry and Natural
Philosophy*, Esquires :

GENTLEMEN,

At the termination of the First Session of the Provincial Normal School, we, Students in that Institution, being impressed with a sense of the advantage to the cause of Education in this Province that we hope will result from this our public act, as well as bound in gratitude to you, our learned and worthy Instructors, spontaneously come forward to bear our testimony to your merits and to the value of the Institution which has been so fortunate as to secure your services.

In so doing, we wish particularly to direct the attention of others, who, like most of ourselves, have been engaged in the duties of Teachers of Common Schools, to the advantage which they would derive from an attendance at the Provincial Normal School as soon as they can severally find it convenient to do so. It must be obvious to every person who attentively considers the intentions of our Legislature and the sentiments of the enlightened and patriotic

part of the community at the present day that the scanty amount of knowledge in Teachers of Common Schools which has hitherto been deemed sufficient, can and will no longer be tolerated, and that such Teachers as will not embrace the opportunity of becoming qualified to rise to the standard of Education at present being introduced, must resign all pretensions to so important an office. To meet their wants the Normal School has been instituted. We, who are its first fruits, feel particular pleasure from our experience of the extent of knowledge and other advantages therein attainable, and the ability of its Masters and Teachers, in recommending it to the favourable consideration of our compeers—the Teachers of Common Schools throughout this Province. When we inform them, as we now do, that the course of Education in this Institution embraces a thorough analysis of the English Language, with Exercises in Composition—Geography, with all the aids that the best Globes and Maps can afford—History, Ancient and Modern—Logic—the Theory of Arithmetic—Algebra—the Elements of Geometry—the more important branches of the Mathematics and Natural Philosophy—a valuable course of Agricultural Chemistry—a scientific knowledge of Sacred Music under the instruction of a Professor of experience and skill specially engaged—Instruction and experience in Teaching in the Model School Department, according to that system, which, having met with general approbation in the Mother Country, is now to be universally adopted in the Common Schools of this Province.

When we inform them that here may be had, by candidates for the office of Teachers of Common Schools, what can be obtained by them nowhere else in this Province, viz :—the benefit of extensive and costly apparatus and drawings, and access to the volumes of a well selected Library. When we further inform them, Gentlemen, of your erudition, talent, and diligence, and of your urbanity and kind attention, which *we* have good reason, and that we hope that very many of *them* will also have good reason, ever gratefully to acknowledge, we shall utter but the language of truth and justice.

To the Teachers of the Model School—Gentlemen well acquainted with their duties, it becomes us to make our grateful acknowledgments for the civility and attention which they have shown us during our intercourse with that Department.

In conclusion, Gentlemen, we anticipate that under the continued superintendence of Doctor RYERSON, whose able advocacy of the rights and interests of the Teachers of Common Schools, as well as of measures of paramount importance to Education generally in his invaluable *Journal of Education*, we should ever remember—under the management of the Honourable and efficient BOARD OF EDUCATION for Upper Canada, to whom with the Reverend Provincial Superintendent of Schools, so many of us are indebted for material aid towards our support while attending this Institution—and under your learned labours in the Normal School, we hope and anticipate, that under these circumstances the cause of Education in this noble Province will henceforth advance with such rapid strides as it never did before; and we hope, that in the part which you are destined to act in the desirable Educational Reform, you will continue to bring lasting honour to yourselves and benefit to our country.

We are, Gentlemen, your obedient and grateful servants.

[Signed by Fifty Students.]

A GOOD EXAMPLE—DISTRICT VISITATION.

We have much pleasure in being allowed to insert the following extract of a letter, addressed to the Chief Superintendent of Schools, by the Rev. W. H. LONDON, the able and excellent Superintendent of Common Schools in the Brock District :—

“ Woodstock, 29th March, 1848.

“ Sir,—I am intending, as soon as the state of the roads will admit of travelling, to commence a general visitation of my District, and as I am anxious to do what I can to promote the great cause of Education, by allaying complaints, answering objections, removing difficulties, and enlightening, and giving a right direction to public opinion, I propose, in addition to the duties prescribed by law, to lecture on the subject in each Township.

“ At present I intend to prepare two lectures for this purpose. In the first, I shall discuss the question of popular Education in a general way ; as, for instance, by showing the importance of it to individuals and the community at large ; explaining what a right Education is ; enquiring to what extent it is possible to diffuse the blessings of it among the people ; and how much of this work may be effected by Common Schools ; the best methods of Teaching, and generally, the means of improving our Schools to the highest extent possible, &c. &c.

“ My second lecture, I propose to confine to the discussion of our own School System, in which I shall endeavour to defend what is good, explain what is obscure, and point out such amendments as are really necessary ; and I hope, with the blessing of God, to be able to do something towards enlightening the people on this most important subject, and something towards uniting them in an effort honestly to carry out the intentions of the Legislature.”

The Worst Starvation of Children.—The man who would deprive his child of a proper allowance of food, or of necessary clothing, when he has abundant means to provide both, would do him an essential wrong, and would not fail to receive the public indignation. But the man who from cupidity, or to suit his own convenience, debars his children from education and starves their souls, thereby producing effects which they must bitterly feel through life, does a greater injury than the other ; and yet public sentiment, in many places, brands him not as an evil-doer. We conceive that this apathy on the part of parents is the principal reason why our schools do no more good, and why so many children go out from them starvelings in mind—prepared to take a low stand as intellectual beings, and ready to inflict the same injuries upon others that were inflicted on themselves, and thus to perpetuate the evil.—*Massachusetts School Report.*

Against frequent changes of School Teachers.—The benefits resulting from the arrangement by which the same Teachers are continued in charge of the same Schools for a course of years, are such as recommend, with increasing force, the adoption of that plan wherever it can be done with propriety.—*Ib.*

Advantages of the Normal School to the People.—The advantages arising from improved methods of teaching, which have been introduced by instructors from the Normal School, have attracted our attention, more particularly the last Session, and are such as must commend themselves to every friend of youth. Whatever helps the learner to clearer apprehension of the principles he is called to apply, and abridges the labour, while it adds to the interests of his various operations in study, is a most valuable attainment.—*Id.*

NOTICES.

The space occupied by the annual statements of three District Superintendents (including all that we have seen) compels us to omit our own remarks on some of the difficulties and the remuneration of their office.

The Second Session of the Provincial Normal School will commence on Monday, the 15th May. As heretofore intimated, the School will be open to both Male and Female Teachers. All Candidates should be present at the commencement of the Session.

ACKNOWLEDGMENTS—To 14th April, inclusive.

Supt. Niagara District, rem. and subs.; rem. from Rev. J. Ryerson, W. H. White, Esq., J. C. Prince, Esq., Mr. R. Pennington, Hon Judge Macaulay, Mr. L. Barberree, Mr. Thos. Allen, Robert Lewis, Esq., Mr. George Brown, Supt. Wellington District, Mr. William Meston, Mr. C. Lowey, Rev. Wm. Haw, John Kilborn, Esq., Rev. S. Brownell, Mr. Daniel Wright, Mechanics' Institute, Toronto, Mr. Thos. Gammy: Supt. Gore District, rem. and subs.; Supt. Midland District, rem. and subs.; Supt. Simcoe District, rem. and subs.; Supt. Newcastle District, rem. and subs.; Clerk Huron District, subs., ordered by Municipal Councillors, Rev. S. Waldron, rem. and sub.; Mr. Isaac Crane, rem.

N.B.—The back Nos. of the JOURNAL OF EDUCATION will be sent to all new subscribers.

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JOURNAL OF EDUCATION

FOR

Upper Canada.

Vol. I.

TORONTO, MAY, 1848.

No. 5.

ON THE INSPECTION OF COMMON SCHOOLS.

EDUCATION OFFICE, *Toronto*, 27th April, 1848.

SIR:

On the all-important subject of School Inspection, I am anxious to furnish to District Superintendents and Visitors of Common Schools the best suggestions.

As you have for many years been an Inspector of Schools in Ireland, and subsequently the Head-Inspector of the Inspectors themselves, I should be glad to be favoured, for insertion in the *Journal of Education*, with any observations which you may think proper to make on the Inspection of Schools.

I have the honour to be, SIR,

Your obedient Servant,

E. RYERSON.

T. J. ROBERTSON, ESQUIRE,

Head-Master of the Normal School for Upper Canada.

NORMAL SCHOOL, *Toronto*, May 7th, 1848.

SIR:

In accordance with the request contained in your note of the 27th ult., I proceed to offer a few observations, dictated by long experience, on the necessity and nature of School Inspection, and the best method of exercising it.

Among the various important subjects of consideration occupying the attention of the civilized portion of mankind, during the last quarter of a century, few have attained a greater pre-eminence in public estimation than national education, and the fact that so many enlightened governments and able and learned individuals have directed their attention to it, has necessarily rendered it a subject of deep and serious contemplation to every one anxious for the welfare of the State or the future prospects of his family.

The connexion of popular education with the government of the state, and the advantages to be derived in a free country from rendering it an object of state policy and a question to be dealt with by a representative legislature,

present it to our thoughts in a variety of novel phases, and introduce us to the consideration of various details, that would otherwise have scarcely entered into our calculations. Among these are the nature and necessity of inspection or superintendence, and the best mode of exercising it.

The legitimate end of school inspection is to obtain the most thorough information possible on all points connected with the school, and, though local circumstances may occasionally limit and modify the species and amount of the information required, yet, as the essential quality of a school is the instruction of the pupils in the different departments of education, the first and principal point in the inspection of schools is a careful enquiry into the amount and quality of that instruction. In addition to this, there is a variety of other matters to be attended to. All the statistics of the school should be carefully examined into, such as the number of pupils on the books at the date of inspection, the highest number belonging to the school during the previous six months, the average attendance during that period or since the foregoing visit, the numbers learning the different branches, the rates and amount of payment, if a pay school, &c. The state of the house and furniture also should be looked to, particularly with reference to repair and neatness, the supply of requisites and school apparatus noted, and the deficiencies accurately ascertained; and the description of books in use by the children examined, in order to prevent the introduction of any of an improper character, and to encourage a sufficient supply of those best adapted to the purpose. Too much pains also cannot be bestowed on the character and qualifications of the Teacher; these matters were of course attended to before his appointment; still, at every visit of a Superintendent, they should be taken note of, as a Teacher may fall into habits of immorality or neglect highly prejudicial to his school, or may omit to use the requisite exertion for his own improvement. A Superintendent should also watch closely the demeanour and bearing of the pupils in the school, with the view of ascertaining the mode of control adopted by the Teacher, whether it is merely harshness, with its attendant slavish fear and sullen submission, or good-humoured firmness, with its concomitant, willing obedience. Such particulars will aid him in forming a just estimate of the attention paid to the moral training of the pupils, for which purpose he should also see them at their sports, if possible.

Such are the chief points of enquiry in the discharge of the duty of a local Superintendent.

Of the necessity of a careful inspection of schools established by the State for the education of the people, no reasonable doubt can be entertained, were it only on the ground that the conduct of all who receive the public money should be in some shape or other open to superintendence. It is impossible to conceive the great mass of the actual instruments of such education, I mean the Teachers of Common or National Schools, to be placed in a position, in which they would not be materially benefited by such supervision. No one will deny, that among so many individuals discharging comparatively subordinate though honourable duties, there must be some for whom a system of surveillance is necessary; while even the best can scarcely be supposed so highly qualified, as not occasionally to require the advice and instruction of those, whose superior acquirements and experience have rendered them competent to afford such assistance. Besides, in all extended systems, whether applied to education or not, the experience of the world has uniformly proved the necessity of some

such machinery, and instances can be quoted in the history of state education, where unexpected enquiry has revealed gross neglect of duty, to say the least, even among those whose social position alone might be considered a guarantee for honesty of action.

The most important subject of consideration, however, is the method of inspecting.

Although local circumstances or official requirements may limit the duties of a Superintendent, and direct his attention to particular details to the exclusion of others, yet, speaking in general terms, as regards schools established and supported by public funds for the education of the people, a careful and accurate enquiry into the literary progress of the scholars is so essential, that I look upon inspection without it as a farce, I conceive it becomes highly important to ascertain the most advantageous method of conducting such enquiry. This method can, I think, be pointed out in a few words ;—the Superintendent, at each visit, should examine all the classes in every department of education in which they may be receiving instruction. Of these examinations he should keep careful notes to enable him to compare the result of each with that of the preceding.

These notes should have reference to all the details connected with the school, but more especially to the number of pupils engaged in the different branches of study, and their proficiency in each. By this means the Superintendent will be enabled to form a tolerably accurate estimate of the progress of the school in all essential particulars.

In forming such an estimate, however, various particulars should be taken into account—such as the general backwardness or otherwise of the locality, the previous habits of the children, and above all, the regularity or irregularity of the attendance ; all of which have a direct influence on the advancement of the school. Perhaps the most active of these is the nature of the attendance, and a few observations thereon may not be deemed irrelevant.

There are very many circumstances materially affecting the attendance of pupils at Common Schools. In some places the labor of the children is so valuable on the farm or in the house, that they cannot be spared ; occasionally insufficient clothing is the alleged excuse ; but in most instances the real cause is the apathy of the parents, which is such as to render them altogether indifferent to the subject. This is unhappily too frequently the case. In all the grades of life, persons are to be found ready to overlook or neglect the importance of those details which do not appear to affect their interests immediately. Many otherwise sufficiently enlightened, fancy themselves altogether uninterested in the measures adopted for the moral and intellectual culture of the youth of both sexes of their fellow-countrymen, because perhaps they chance to be without children, or in a position not likely to render them direct participants in the operation of such measures, forgetting altogether that few public measures have a more specific and powerful influence on the well-being of society than the nature and extent of national education ; and such persons strenuously object to undergoing trouble or difficulty in the cause, on the ground that it does not immediately affect themselves, though they do not refuse to aid in the support of numerous other public arrangements equally indirect in their application, but which happen to be more familiar.

A very petty example of a similar line of conduct is afforded by numerous

uneducated parents, who, conceiving that they have been tolerably successful without education, cannot be persuaded of the advantages to be derived by their children from that inestimable gift; and this feeling is usually the immediate cause of that irregularity of attendance, which so frequently obstructs the progress of rural schools, and renders it so difficult for an Inspector to form a just estimate of that progress.

It will often occur, that, of twelve children present in a certain class at one examination, only one-third will be found at the following, though the class may be greatly increased in numbers. Under such circumstances, of course, a Superintendent can form little or no judgment of the improvement of that class, the majority being pupils whom he has not before examined; and he will have to consult the records of the school to ascertain the number on whose answering he may depend to enable him to form a comparative estimate. Indeed it will be found useful in every instance, before commencing the examination of a class, to scrutinize the roll and observe how far the different individuals of the class have attended regularly or otherwise. If the Superintendent do not possess some information on this point, he can scarcely fail to do injustice to the Teacher, who is accountable for the improvement of the scholars, but whose efforts must necessarily be materially impeded by the irregularity alluded to. It is the more requisite also to attend to this particular, as inefficient or careless Teachers perpetually quote the defect in question as a cause for the backwardness of their pupils.

In conducting the literary examination, great care and attention are requisite. A mere series of questions on the particular subject under consideration is by no means all that is necessary. The duty of a Superintendent of Schools is not merely to ascertain the acquirements and improvement of the pupils, but to afford information to the Teacher on every point connected with the management of his school; and one of the most important of these points is the mode of teaching. Presuming therefore, that in schools supported by public funds, a uniform system is recommended, and on experience of its efficacy, finally adopted, that system, whatever it may be, the Superintendent should exemplify in his examination of each class. In this way his visits can be made far more essentially useful than they would be, were his efforts limited exclusively to the collection of such information as would enable him to furnish the desired report. He can, in many instances, aid the Teacher in supplying the defects arising from want of training. This may be made peculiarly useful to those who, from age, insufficient pecuniary resources, or other causes, are unable to attend a Normal School.

And here I may mention the two particulars on which the well-being of a school may be said chiefly to depend, and which should consequently claim special attention from the Superintendent; they are, mechanical and intellectual training. In the former are included all the various details of discipline, the classification of the pupils, a careful division of time for each object of study, regularity in passing to and from the desks, mode of standing when engaged in any lesson, particularly the due inculcation of habits of neatness and order, &c. Intellectual training enables the Teacher to address himself to and educate all the faculties of the mind, instead of depending altogether on the memory. It is exercised to most advantage in classes, and the great secret then is, to awaken and keep alive attention, which may easily be effected

by a spirited energetic method and unvarying good temper on the part of the Teacher. Whenever such a mode of teaching by lecture is adopted, each individual of a large class, will be found to learn more speedily and with greater ease to himself, than he would alone.

To all these points the attention of the Superintendent should be carefully directed. Besides examining the classes himself, he should require the Teacher to give instruction in his presence, with the view of being enabled to form a satisfactory estimate of his efficiency, he should endeavour to make each visit a source of gratification to the pupils, and in general require the school during his inspection to go as nearly as possible through its usual daily course. For this purpose he should call out each class himself, observe how far the pupils adhere to the required discipline and show themselves familiar with it from constant practice, coming out from their seats without confusion, and arranging themselves in their accustomed places with regularity and precision. He should ascertain by personal examination, not merely the literary progress of the classes, but how far that progress has been produced by the adoption of the proposed system. He should be careful to do all this without entertaining, and above all, without exhibiting, any suspicion of the Teacher's efficiency. Certainly the mere fact of the necessity of inspection on the one hand infers the possibility of neglect on the other; but it would be most ungracious and unfair to proceed at once, as if impressed with the conviction that such neglect existed.

All this can be effected by the exercise of good humoured kindness, coupled with firmness and tact; indeed I know no qualifications more essentially necessary for a Superintendent of Schools than these. I have known Inspectors, partly from natural temperament, partly from a mistaken desire to discharge their duty strictly, exhibit so much harshness in the course of their visits, as absolutely to terrify both scholars and Teacher, and consequently in the end to leave the school with a most unfavourable impression of its merits. This is in every sense unjust and unwise, and should be most carefully avoided. The Teacher should invariably be treated with courtesy and respect, particularly in presence of his scholars, and whenever a Superintendent may deem it necessary to find fault, it should always be in private, and with kindness as well as firmness; any other course will lessen the Teacher's authority and consequently impede his utility. Besides being a public servant, the Teacher, as well as the Superintendent, is an officer appointed by law to administer the system under which they both act, and no difference of official rank should for an instant be admitted as an excuse for a harsh and overbearing exercise of authority.

In addition to his actual duties in the school, as above alluded to, a Superintendent should endeavour to make himself acquainted with the feeling of the neighbourhood on the subject of education, with the view of removing prejudice, supporting the authority of the Teacher where necessary, and obtaining such local information as will enable him to afford valuable advice and suggestions on the occurrence of occasional difficulties. The more kindly feeling a Superintendent exhibits towards the Teachers and pupils in his district, and the more anxious he shows himself for their welfare, the more efficient and valuable will his services be, provided of course that he is in other respects competent.

In the arrangement of a system of school inspection, there are two material points deserving of consideration ; one is, the number of inspections that should be given in each year, and the other, the propriety of giving previous notice of each visit. On both these, but little deliberation is requisite to enable any one of sufficient experience to arrive at a correct conclusion.

State educational establishments have, I believe, in general commenced with only one inspection in the year. I witnessed the experiment for a period of six years, and have no hesitation in pronouncing it a failure. It may produce certain requisite statistical returns, but is comparatively worthless in the grand objects of affording encouragement to the Teachers and Pupils, and examining sufficiently into the nature and extent of their literary progress ; besides, if the system to be acted on be of a nature to require a strict adherence to certain rules, a merely annual inspection must be clearly ineffective in enforcing it. For these purposes fewer than four inspections each year will be found insufficient. I speak with reference exclusively to the superintendence of the appointed officers, and without consideration of the visits of individuals or committees in the neighbourhood locally interested. Such, doubtless, should always be encouraged, provided they do not afford opportunity for undue interference on the part of ignorant or inexperienced persons. The ability to discuss with advantage, and judge with sagacity, of the efficiency of systems of teaching and the organization of schools, requires considerable experience, and no system, whether applied to education or anything else, can be carried out successfully, when unqualified persons attempt to overrule and control it. Let it be satisfactorily shown to be advantageous to the community, and then vigorously worked.

- With reference to the other point, the expediency of giving previous notice, I have no hesitation in stating my conviction, that such a practice must, to a certain extent, defeat some of the objects of inspection ; one of which confessedly is to see the school in its every day working order, otherwise the inspector is deceived, and a false impression produced on his mind. It is scarcely possible for the best Teacher, if informed of the intended visit of the Superintendent, to avoid preparing for it, and the more carefully in proportion to his anxiety to produce a satisfactory result. He has the school-room cleaned up, the children warned to attend punctually, and their personal appearance specially looked to. He also sends round to collect all his scholars, and thus the school is exhibited under the aspect it may be made to assume by undue preparation for a particular purpose, but which may be, and usually is, very different from its general condition ; and the Teacher unconsciously injures himself by introducing among his classes a number of children, belonging doubtlessly to the school, but who, having attended irregularly, and been called in only for that particular day, are unable to answer with the requisite precision. Moreover, such a mode is apt to foster a system of general slovenliness by affording opportunities for preparation on show days, and also offers to ill inclined Teachers great facilities for deception. Nor can any Teacher justly complain that by not receiving previous notice he is defrauded of the means of exhibiting his school to the best advantage ; the true test of the superiority of his school undoubtedly being its fitness for inspection at any moment. Moreover, Teachers should recollect, that the object of such inspection is not to afford them opportunities for display, but to procure satisfactory evidence as to the

real state of the schools for those appointed to administer for the public benefit the funds allocated by the state for the education of the people.

I am aware that the mode of inspection now described in general terms would occupy considerable time; in fact, a well-organized school of fifty children cannot be satisfactorily examined under two hours and a half; and one of a similar size, but undisciplined and under a Teacher unaccustomed to improved methods of teaching, would require a much longer space, from the necessity of affording to such a Teacher the requisite information and instruction. But I have spoken throughout with reference to inspection in general, without limitation to any particular country, and under the conviction that the important and onerous duties of school inspection in a large district are sufficient to occupy the time and engross the attention as thoroughly as can possibly be the case in any other profession.

I have purposely avoided touching on the official details connected with inspection, such as the nature of Superintendents' Reports, the mode of making them most effectively useful, &c., as these are extraneous matters which must depend altogether on the arrangement of the system. I have also omitted to advert to the duties of Superintendents with reference to religious instruction, notwithstanding its extreme importance, as such duties must, from the nature of the subject, be regulated by different considerations.

I have endeavoured to render the foregoing observations as practical as possible; they are the result of many years' experience in the duties of actual inspection, in the management of a department having charge of all the details connected with the subject, and finally in the capacity of Chief Inspector, in which it was part of my duty to report and direct the mode in which the local Superintendents discharged their duty.

I have the honour to be, Sir,

Your very obedient Servant,

THOS. J. ROBERTSON,

Head Master Provincial Normal School, Toronto.

THE REV. EGERTON RYERSON, D. D.,

Chief Superintendent of Schools, U. C.

LIBRARIES—STUDY—MEANS AND AIDS TO SELF-EDUCATION.

To the important truths in the following Essay, we earnestly invite the attention of our readers. The writer, enthusiastically beloved in his native land, was a man of generous impulses and of ardent views. A marked exception to that chilling, general fact, that "a prophet is not without honour save in his own country;" he was one of the leading, guiding spirits of his countrymen. His career was short, but brilliant; and never was a tribute of affection and esteem so touchingly paid to the memory of a noble and virtuous man as that which marked the last sad obsequies of this gifted writer—THOS. OSBORNE DAVIS. Peers, distinguished commoners, and the cloistered scholars of the University of his native city, gathered around his mournful bier, and followed the remains of their gentle brother to his final resting place, Mount Jerome, Dublin.

In order to adapt it more especially to our own country, and to direct attention more fixedly to the general and earnest truths which it contains, we have thought it necessary to make a few slight verbal alterations :—

I. LIBRARIES AND STUDY.

Beside a library, how poor are all the other greatest deeds of man—his constitution, brigade, factory, man-of-war—cathedral—how poor are all miracles in comparison ! Look at that wall of motley calf-skin, open those slips of inked rags—who would fancy them as valuable as the rows of stamped cloth in a warehouse ? Yet Aladdin's lamp was a child's kaliedoscope in comparison. There the thoughts and deeds of the most efficient men during the three thousand years are accumulated, and every one who will learn a few conventional signs—24 (magic) letters—can pass at pleasure from Plato to Napoleon, from the Argonauts to the Affghans, from the woven mathematics of La Place to the mythology of Egypt and the lyrics of Burns. Young reader ! pause steadily, and look at this fact till it blaze before you ; look till your imagination summon up even the few acts and thoughts named in the last sentence ; and when these visions—from the Greek pirate to the shepherd Scotchman—have begun to dim, solemnly resolve to use these glorious opportunities, as one whose breast has been sobbing at the far sight of a mountain, resolve to climb it, and already strains and exults in his purposed toil.

Throughout the country, at this moment, thousands are consulting how to obtain and use books. We feel painfully anxious that this noble purpose should be well directed. It is possible that these sanguine young men, who are wildly pressing for knowledge may grow weary or be misled—to their own and our country's injury. We intend, therefore, to put down a few hints and warnings for them. Unless they, themselves, ponder and discuss these hints and warnings, they they will be useless, nay, worse than useless.

On the selection and purchase of books, it is hard to say what is useful without going into detail. Carlyle says that a library is the true University of our days, where every sort of knowledge is brought together to be studied ; but the student needs guides in the library as much as in the University. He does not need rules nor rulers ; but light and classification. Let a boy loose in a library, and if he have years of leisure and a creative spirit he will come out a master mind. If he have the leisure without the original spring he will become a book-worm—a useful help, perhaps, to his neighbours, but himself a very feeble and poor creature. For one man who gains weapons from idle reading, we know twenty who lose their simplicity without getting strength, and purchase cold recollections of other men's thoughts by the sacrifice of nature.

Just as men are bewildered and lost from want of guides in a large library, so are others from an equal want of direction in the purchase of a small one. We know from bitter experience how much money it costs a young man to get a sufficient library. Still more hard should we think it for a club of young men or teachers to do so. But worse than the loss of money are the weariness from reading dull and shallow books, the corruption from reading vicious, extravagant and confused books, and the waste of time and patience from reading idle and impertinent books. The remedy is not by saying 'this book you shall read, and this other you shall not read under penalty ;' but by inducing

students to regard their self-education solemnly, by giving them information on the classification of books, and by setting them to judge authors vigorously and for themselves.

Booksellers, especially in small towns, exercise no small influence in the choice of books—yet they are generally unfit to do so. They are like agents for the sale of patent medicines—knowing the prices but not the ingredients, nor the comparative worth of their goods, yet puffing them for the commission sake.

If some competent person would write a book on books, he would do the world a great favour; but he had need to be a man of caution, above political bias, or personal motive, and indifferent to the outcries of party. Todd's 'Student's Manual,' Vericour's 'Modern French Literature,' and the like, are rather childish affairs, though better than nothing. McCullough's 'Rise and Study of History' is, on its peculiar subject, a book of much value. Men will differ in judging the style; but it honestly, learnedly, and in a suggestive, candid way examines the great histories from Herodotus down. We wish to see it more generally in the people's hands. Occasionally one meets in a Review a comprehensive and just estimate of the authorities on some subject; but most of these periodicals are written for some party or interested purpose, and are not trustworthy. Hallam's 'Literature of Europe,' Sismondi and Schlegel are guides of the highest value in the formation of a large library, but we fear their general use in this country is remote.

One of the first mistakes a young, ardent student falls into is, that he can master all knowledge. The desire for universal attainment is natural and glorious; but he, who feels it, is in danger of hurrying over a multitude of books, and confusing himself into the belief that he is about to know everything because he has skimmed many things.

Another evil is apt to grow out of this. A young man who gets a name for a great variety of knowledge is often ashamed to appear ignorant of what he does not know. He is appealed to as an authority, and instead of manfully and wisely avowing his ignorance, he harangues from the title-page, or skillfully parades the opinions of other men as if they were his own observations.

Looking through books in order to talk of them is one of the worst and commonest of vices. It is an acted lie, a device to conceal laziness and ignorance, or to compensate for wit; a stupid device too, for it is soon found out, the employer of it gets the character of being a literary cheat, he is thought a pretender, even when well-informed, and a plagiarist when most original.

Reading to consume time is an honest but weak employment. It is a positive disease with multitudes of people; they crouch in corners, going over novels and biographies at the rate of two volumes a-day, when they would have been far better employed in digging or playing shuttlecock. Still it is hard to distinguish between this long-looking through books and the voracity of a curious and powerful mind gathering stores which it will afterwards arrange and use. Indeed, the highest reading of all (what we may name epic reading) is of this class. When we are youngest and heartiest we read thus. The fate and passions of men are all in all to us; for we are then true-lovers—candidates for laurel crowns, assured Liberators and conquerors of the earth, rivals of archangels perchance in our dreams. We never pause then upon the artistic excellence of a book, we never try to look at and realize the scenery

or sounds described (if the author make them clear, well and good—if not, no matter)—we hurry on to the end of the shipwreck, or the battle, the courtship, or the journey, palpitating for one hero's fate. This, we repeat, is the highest kind of reading.

This sort of reading is most common in human narrative.

Earnest readers of science read their books at first as ordinary people do their histories, or novels—for the plot.

Some of us can recollect the zealous rush through a fresh book on mathematics or chemistry to know the subtle scheme of reasoning, or understand the just unveiled secrets of nature—as we read 'Sinbad the Sailor' or 'Mungo Park's Travels.'

But most readers of science read in order to use it. They try to acquire command over each part for convenience sake, and not from curiosity or love. All men who persevere in science do this latter mainly; but all of them retain or acquire the epic spirit in reading, and we have seen a dry lawyer swallow a stiff treatise, not thinking of its use in his arguments, but its intrinsic beauty of system and accuracy of logic.

He who seeks to make much use, too, of narrative literature (be it novel, poem, drama, history, or travel) must learn scientific, as well as epic, reading.

He need not formally criticise and review every book, still less need he pause on every sentence and word till the full meaning of it stands before him.

But he must often do this. He must analyse as well as enjoy. He must consider the elements as well as the argument of a book just as, long dwelling on a landscape, he will begin to know the trees and rocks, the sun-flooded hollow, and the cloud-crowned top which go to make the scene—or, to use a more illustrative thought—as one, long listening to the noise on a summer day, comes to separate and mark the bleat of the lamb, the hoarse caw of the crow, the song of the thrush, the buzz of the bee, and the tinkle of the brook.

Doing this *deliberately* is an evil to the mind whether the subject be nature or books. The evil is not because the act is one of analysis, though that has been said. It is a proof of higher power to combine new ideas out of what is before you, or to notice combinations not at first obvious, than to distinguish and separate. The latter tends to logic, which is our humblest exercise of mind, the former to creation which is our highest. Yet, analysis is not an unhealthy act of mind, nor is the process we have described always analytical.

The evil of deliberate criticism is, that it generates scepticism. Of course we do not mean religious, but general scepticism. The process goes on till one sees only stratification in the slope, gases in the stream, cunning tissues in the face, associations in the mind, and an astronomical machine in the sky. A more miserable state of soul no mortal ever suffered than this. But an earnest man, living and loving vigorously, is in little danger of this condition, nor does it last long with any man of strong character.

Another evil, confined chiefly to men who write or talk for effect, is that they become spies (as Emerson calls them) on Nature. They do not wonder at love, or hate what they see. All books and men are arsenals to be used, or, more properly stores to be plundered by them. But their punishment is sharp. They love insight into the godlier qualities, they love the sight of sympathy, and become conscious actors of a poor farce.

Happy is he who judges and knows books, and nature, and men, (himself included,) spontaneously or from early training—whose feelings are assuaged with his intellect, and who is thoroughly in earnest. An actor or a spy is weak as well as wretched; yet it may be needful for him who was blinded by the low principles, the tasteless rules, and the stupid habits of his family and teachers, to face this danger, deliberately to analyze his own and others' nature, deliberately to study how faculties are acquired and results produced, and thus cure himself of blindness, and deafness, and dumbness, and become a man observant and skilful. He will suffer much, and run great danger, but if he go through this faithfully, and then fling himself into action and undertake responsibility, he shall be great and happy.

II. MEANS AND AIDS TO SELF-EDUCATION.

"What good were it for me to manufacture perfect iron, while my own breast is full of dross? What would it stead me to put properties of lead in order while I am at variance with myself? To speak it in a word; the cultivation of my individual self, here as I am, has, from my youth upwards, been constantly though dimly my wish and my purpose.

"Men are so inclined to content themselves with what is commonest; the spirit and the senses so easily grow dead to the impressions of the beautiful and perfect; that every one should study to nourish in his mind the faculty of feeling these things by every method in his power. For no man can bear to be entirely deprived of such enjoyments; it is only because they are not used to taste of what is excellent, that the generality of people take delight in silly and insipid things, provided they be new. For this reason, he would add, 'one ought every day at least to hear a little song, read a good poem, see a fine picture, and, if it were possible, to speak a few reasonable words.'"—Goethe.

We have often been asked by certain of the local popular Societies of the day to give them advice on *Self-Education*. Lately we promised one of these bodies to write some hints, as to how the members of it could use their association for their mental improvement.

We said, and say again, that these Societies can be made use of by the people for their instruction as well as pleasure. Assemblies of any kind are not the *best* places either for study or invention. Home or solitude are better—home is the great teacher. In domestic business we learn mechanical skill, the nature of those material bodies with which we have most to deal in life—we learn labour by example and by kindly precepts—we learn (in a prudent home) decorum, cleanliness, order—in a virtuous home we learn more than these, we learn reverence for the old, affection without passion, truth, piety, and justice. These are the greatest things man can know. Home (we use the term in its social sense) is the great teacher; and its teaching passes down in honest homes from generation to generation, and neither the generation that gives nor the generation that takes it, lays down plans for bringing it to pass.

Again, to come to designed learning. We learn arts and professions by apprenticeships, that is, much after the fashion we learned walking or stitching, or fire-making, or love-making at home—by example, precept, and practice combined. Apprentices at anything, from ditching, basket-work, or watch-making, to merchant-trading, legislation, or surgery, submit either to a nominal or an actual apprenticeship. They see other men do these things, they desire to do the same, and they learn to do so by watching *how* and *where*, and asking, or guessing *why* each part of the business is done; and as fast as they know or are supposed to know, any one part, whether it be sloping the ditch,

or totting the accounts, or dressing the limb, they begin to do that, and, being directed when they fail, they learn at last to do it well, and are thereby prepared to attempt some other or harder part of the business.

Thus it is by experience—or trying to do, and often doing a thing—combined with teaching, or seeing, and being told how and why other people, more experienced, do that thing, that most of the practical business of life is learned.

In some trades formal apprenticeship and planned teaching exist as little as in ordinary home-teaching. Few men are, of set purpose, taught to dig ; and just as few are taught to legislate.

Where formal teaching is usual, as in what are called learned professions, and in delicate trades, fewer men know anything of these businesses. Those who learn them at all, do so exactly and fully, but commonly practise them in a formal and technical way, and invent and improve them little. In those occupations which most men take up casually—as book-writing, digging, singing, and legislation, and the like—there is much less exact knowledge, less form, more originality and progress, and more of the public know something about them in an unprofessional way.

The Caste system of India, Egypt, and Ancient Ireland, carried out the formal apprenticeship plan to its full extent. Canada and the United States of America have very little of it. Modern Europe is between the two, as she has in most things abolished caste or hereditary professions, but has, in many things retained exact apprenticeships.

Marriage, and the bringing up of children, the employment of dependants, travel, and daily sights, and society, are our chief teachers of morals, sentiment, taste, prudence, and manners. Mechanical and literary skill of all sorts, and most accomplishments, are usually picked up in this same way.

We have said all this, lest our less-instructed readers should fall into a mistake common to all beginners in study, that books, and schooling, and lectures, are the chief teachers in life ; whereas most of the things we learn here are learned from the experience of home, and of the practical parts of our trades and amusements.

We pray our humbler friends to think long and often on this.

But let them not suppose we undervalue, or wish them to neglect other kinds of teaching ; on the contrary, they should mark how much the influences of home, and business, and society, are affected by the quantity and sort of their scholarship.

Home life is obviously enough affected by education. Where the parents read and write, the children learn to do so too, early in life, and with little trouble ; where they know something of their religious creed, they give its rights a higher meaning than mere forms ; where they know the history of the country well, every field, every old tower, or arch is a subject of amusement, of fine old stories, and fine young hopes ; where they know the nature of other people and countries, their own country and people become texts to be commented on, and likewise supply a living comment on those peculiarities of which they have read.

Again, where the members of a family can read aloud, or play, or sing, they have a well of pleasant thoughts and good feelings, which can hardly be dried or frozen up ; and so of other things.

And in the trades and professions of life, to study in books the objects, customs, and rules of that trade or profession to which you are going saves time, enables you to improve your practice of it, and makes you less dependent on the teaching of other practitioners, who are often interested in delaying you.

In these, and a thousand ways besides, study and science produce the best effects upon the practical parts of life.

Besides, the *first* business of life is the improvement of one's own heart and mind. The study of the thoughts and deeds of great men, the laws of human, and animal, and vegetable, and lifeless nature, the principles of fine and mechanical arts, and of morals, society, and religion—all directly give us nobler and greater desires, more wide and generous judgments, and more refined pleasures.

Learning in this latter sense may be got either at home, or at school, by solitary study, or in associations. Home *learning* depends, of course, on the knowledge, good sense, and leisure of the parents. The German Jean Paul, the American Emerson, and others of an inferior sort, have written deep and fruitful truths on bringing up, and teaching at home. Yet, considering its importance, it has not been sufficiently studied. Upon schools much has been written. Almost all the private schools in this country are defective. They merely cram the memories of pupils with facts or words, without developing their judgment, taste, or invention, or teaching them the *application* of any knowledge. Besides, the things taught are commonly those least worth learning. This is especially true of the middle and richer classes. Instead of being taught the nature, products, and history, first of their own, and then of other countries, they are buried in classical frivolities, languages which they never master, and manners and races which they cannot appreciate. Instead of being disciplined to think exactly, to speak and write accurately, they are crammed with rules, and taught to repeat forms by rote. * * * *

We do not regret having wandered from our professed subject, as if treated exclusively, it might lead men into errors which no afterthought could cure.

What we chiefly desire is, to set the people on making out plans for their own and their children's education. Thinking cannot be done by deputy—they must think for themselves.

NORMAL SCHOOL EXAMINATION.

NOTICES FROM THE TORONTO PRESS.

As intimated in our last, we were obliged to defer an extended account of the very gratifying Examination of the Students in the NORMAL SCHOOL until this number. We have now much pleasure in giving an account of that Examination in the words of those of the City Editors who attended. The spontaneous testimony of these gentlemen to the great public importance and advantages of this invaluable Institution must be considered as impartial and conclusive—founded as it was upon personal observation, and a deep conviction of its truth, and from having witnessed the clear and satisfactory evidence of the great proficiency

manifested by the Students in the several important and practical subjects connected with their profession to which their attention had been directed during the First Session of the Normal School.

From The Church.

We were prevented by indisposition from attending the Examination of this Institution on Thursday last. The following favourable notice from the *Patriot* will fully supply the defect of our own personal information. We may mention, however, that we have heard an opinion expressed by a gentleman of experience in tuition, that the practice of simultaneous answering,—that is, of the whole class replying at the same time to each question,—is unpleasant to the ear, and does not appear to be the most advantageous way of displaying the attainments of the Pupils. It has been found useful, we believe, and very successful in teaching; but it is questionable, we think, whether it be equally suitable for public examination. Perhaps the Pupils, without much difficulty or danger of confusion, might be trained to answer in both ways—separately as well as collectively.* The abilities and exertions of the Masters are everywhere spoken of in terms of high commendation:—

(From the Patriot.)

"The Examination of the Students of this Establishment took place yesterday, pursuant to notice. Among the spectators we observed his Lordship the Bishop, the Hon. Robert Baldwin, the Principal of Upper Canada College, and several others. Several ladies were also present. The examinations lasted not less than five hours, and were conducted (music excepted) by Messrs. Robertson and Hind. They embraced the different departments of Grammar, with the Elements of Logic; Arithmetic; the three first books of Euclid, and Algebra as far as Quadratic Equations; Geography; Sacred History; the outlines

* In explanation, we beg to remark, that "the practice of simultaneous answering" at the Examination, was inadvertently permitted in one or two instances, owing to the extreme eagerness of the Students to answer the questions proposed by the Master. It will not occur at future examinations.

of History generally; Mechanics; Heat and Electricity, and Agricultural Chemistry.

"We have no hesitation in saying that the advancement of the Pupils entitles both Masters and Scholars to the *most unqualified praise*. When we remember that the great majority of the Students were nearly totally ignorant of all the above departments of knowledge, and that at the commencement of the Session last November so many difficulties had to be overcome, it must be admitted that the amount of knowledge which the Pupils manifested in such a clear, ready and satisfactory manner, could not have been acquired without the greatest diligence on the part of the learners, and the utmost assiduity, perseverance, method, and knowledge of the subjects on the part of the Teachers.

"A large proportion of the Pupils entered after the 1st of January, several in February, and some only in the last two months. Although it would be absurd to say that these young men are finished scholars, we consider that they have attained to a point from which those who possess any industry and desire for knowledge must advance; they *cannot stand still*. If a class of the kind could be kept steadily at work for three Sessions, or even two, a set of men would soon be diffused over the Province, who would elevate the tone of education among the lower classes, without destroying the industrial character which is so essential to their well-being. It would do good also to the higher classes, by giving a juster idea of the value of education; and we confidently believe that it would in this way advance the interests of both Upper Canada College and the University.

"After the examinations, Mr. Wilson read an Address on behalf of his fellow-Students and himself to Mr. Robertson, and Mr. Hind, expressive of the great satisfaction these gentlemen had given, both by their teaching and general demeanour—and containing a well-deserved compliment and expression of gratitude to Dr.

Ryerson, and the Board in general. Mr. Robertson replied for himself and Mr. Hind in an extempore speech, in fluent and well-expressed language. The address was the more complimentary, because neither Mr. Robertson nor Mr. Hind had the least idea that such a matter was in contemplation. Dr. Ryerson followed with a few appropriate remarks.

"After this, a slight examination in the principles of Music took place upon Hullah's plan, which was equally satisfactory, considering the very limited period during which this interesting study had been pursued. Mr. Clarke, Bac. Mus. has been unremitting in his management of this department."

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From the Christian Guardian.

On Thursday last, according to previous notice, the First Public Examination of the Students attending the Normal School took place in the building appropriated to the use of the School.

A goodly number of visitors was present, the most distinguished of whom appeared upon the platform. We observed, in addition to the Chief Superintendent of Schools and the Professors, Bishop Strachan, Dr. Burns, the Rev. Messrs. Barclay, Jennings, Grasett, Evans, Wood, Scadding, Carroll, and Ripley; the Hon. R. Baldwin, Hon. J. Elmsley, Dr. O'Brien; H. Scobie, F. Neale, and J. S. Howard, Esqrs.; also the City and District Superintendents, &c. &c.

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The Examination continued for five hours; and but one opinion has been expressed, so far as we have heard, in relation to it. It would be difficult, indeed, to award either to Professors or Pupils a greater degree of praise than that which the Examination proved they merited.

The method adopted by Mr. Robertson and Mr. Hind of imparting instruction is of the most approved kind, and is best calculated to make the scholar readily acquainted with the subjects studied. These gentlemen, while examining the Students, gave evidence of their ability to discharge their important duties, evincing not only that they possessed the necessary knowledge—but what is sometimes much more

rare—a facility for readily imparting that knowledge to others.

We rejoiced to think that a new order of Teachers was thus being trained up to fill our schools with credit; and we could not but look forward to the time—and that not a distant one—when every School-house in the land will be supplied with a suitable Teacher—and those who have usurped the office of Teacher, and who have been almost as much injury as benefit, shall be forced to retire from a profession for which they were never designed by Nature nor qualified by education.

Already are the advantages of the system of Education introduced by the Chief Superintendent developing themselves in such a manner as to afford the highest gratification to the friends of Education in the country. And if but a short time be granted for the perfection of the system, we shall soon witness results in Canada such as will satisfy the most doubtful, silence the most virulent, and challenge the respect and admiration of all.

Subsequent to the Examination, an Address was presented by the Students to the Head-Master and the Professor of Chemistry, in which Dr. Ryerson and the Board were spoken of in terms that could not but be gratifying to these gentlemen. The Head-Master replied extemporaneously, in behalf of himself and Mr. Hind; and the Chief Superintendent addressed the Students in eloquent and appropriate terms.

The Examinations closed, leaving an impression on the minds of all—at least, upon our minds—that, for real utility to the country, the Normal School is hardly equalled, unquestionably not excelled, by any secular Institution existing in the Province.

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From the Herald.

We had the pleasure of being present at the first Examination of the Students in the Provincial Normal School, which, it is not perhaps sufficiently known, is a Public Institution, endowed by the Provincial Legislature for the purpose of affording to School Teachers an opportunity of becoming well trained in the teaching, and of acquiring a great variety of useful knowledge. Owing to the pressure of other

matters upon our attention, we have not had time to commit to paper our impressions of what we witnessed; but we cannot omit mentioning that the manner in which the exercises were gone through with, was extremely satisfactory.

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From the Evangelist.

A public Examination of the Students of the Normal School, in Toronto, (at the end of the first Session), took place on the 13th ult. The proceedings were highly interesting, and creditable to the Teachers and Students; and gave to the numerous and respectable auditory great satisfaction.

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From the British Colonist.

* * * The Provincial Normal School was opened on the 1st November last, and the favourable expectations of the public, formed from the exhibition of that day, have been realized to the fullest extent that circumstances would admit, as has been satisfactorily shown by the very creditable public examination which the Students underwent on Thursday last. Mr. Robertson, the Head Master, in the course of his observations at the Examination, referred to the disadvantages under which they had to labour, from various causes, at the commencement of the Institution, more particularly, from the irregular periods at which the Students entered, which involved the necessity of forming them into separate classes, imposing on the Masters much additional labour and employment of time. Mr. Robertson trusted, however, that it would be shown from the examination that their labours were not in vain. * * *

He hoped that this Establishment would send forth many young men, fully qualified to undertake the charge of schools throughout the Province, and thus provide a thorough reformation, by the introduction of a system which will at once elevate the condition of the Teacher to a respectable sphere in his arduous profession, and prove in the highest degree beneficial to the country at large. The Students now before them, being the first fruits of the Institution, would be found not only qualified to discharge their duties as Teachers of Schools, but a lasting benefit to their respective districts. Mr. Robertson mentioned

that the method of instruction followed in the Normal School was teaching by Lecture; and that the Examinations would be carried on in the way in which the ordinary routine of the School was every day managed, with the view of exhibiting to the auditory, as far as possible, the practical application of the system. The Students were instructed in Grammar, particularly the philosophy and rudiments of Logic; Geography—Mathematical, Physical, and Political, with the rudiments of the use of the Terrestrial Globe; Linear Drawing; Mulhauser's system of Writing; rudiments of Trigonometry, with a view to Land Surveying with the Theodolite; Composition; Orthography; Art of Teaching, with daily practice in the Model School; General History; mode of Teaching the National School Books; the Art of Reading; Science and Practice of Arithmetic; Algebra; Geometry; Heat, Electricity, Galvanism, and Magnetism; Mechanics, Hydrostatics, Pneumatics; Agricultural Chemistry, and Animal Physiology. They also received instructions in Music, according to Wilhelm's system, as Anglicized by Hullah.

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The Examination by Mr. Hind followed, and was alike gratifying with that conducted by Mr. Robertson. The exercises in Music, under the direction of Mr. Clarke, Mus. Bac., were also highly satisfactory. Before proceeding with his Examination, Mr. Hind read the following short but highly appropriate address, which is explanatory of the course pursued in his department:—

LADIES AND GENTLEMEN,—The method adopted in educational establishments of conducting a public Examination of their respective pupils, depending upon the primary object of the particular institution, it will perhaps be deemed advisable, in the present instance, to state the nature of the subjects which constitute the department of Mathematics, Natural Philosophy, and Agricultural Chemistry, and to what extent the details of those branches of education have formed the subjects of the Lectures delivered in them respectively during the session which is now closing upon us,—such an outline, affording, perhaps, the best indication of what may be expected in an examination very limited as to time, and which, from the nature of circumstances, has to be conducted orally.

The science and practice of Arithmetic, including the use of Logarithmic tables of numbers, have taken that place in the course pursued which their extreme utility in the transactions of every day life necessarily entitle them to. It will scarcely be possible, during the brief period allotted to examination in the subject, to give a precise idea of what is included in the science of Arithmetic. The object, however, may briefly be stated to be a means of affording the individual an accurate idea of number in all its relations, and to establish satisfactory reasons for various artifices made use of, and rules followed, in the ordinary practice of Arithmetic.

Geometry and Algebra have also occupied a considerable share of attention.—With respect to the first mentioned science, the first, second, and third books of Euclid have been twice gone over by those who entered during the first month of this session. A *viva voce* proof of a few of the theorems contained in those books will afford an illustration of the method adopted in studying that branch of science, and a few problems in Mensuration and other subjects, will exhibit its application to various purposes of life. In Algebra, Quadratic Equations, the Progressions, and the Binomial Theorem, constitute the extreme limit within which it has been considered advisable to direct attention during the short period of one session, while constant use has been made of Algebraic formula, in estimating the relation existing between the power and weight in mechanical contrivances.

In the department of Natural Philosophy, and under the head of Mechanics, the principles of the five mechanical powers, isolated and combined, have occupied their due share of attention. But more particularly have the steam engine, the locomotive, the different varieties of pumps and hydraulic engines been illustrated and explained.

Heat, Electricity, Magnetism, and the phenomena depending upon them, have severally, as far as circumstances would permit, been illustrated by appropriate apparatus and experiments. To what extent the means adopted has been productive of the end proposed, a few general questions in each of these subjects will perhaps afford a sufficiently accurate index.

Agricultural Chemistry, as likely to become a most important element in the general education of the Farmer in Canada, has been made an especial subject of daily lecture; and in this department a more particular examination will be made, with a view of exhibiting how far the science of Agriculture is capable of being made an advantageous subject of study by the Teacher, for the purpose of instructing the rising generation of this agricultural country, in the principles of

that art with which its prosperity is so intimately associated, and upon which its happiness and welfare are so dependant. The examination in Agricultural Chemistry will tend to show that the chief object has been to treat this extensive subject in such a manner as, while on the one hand it leaves much to be done on the part of the energetic and industrious student, yet on the other, the course pursued has been perfectly general, and applicable to all localities in which the principles advanced may be hereafter taught throughout the country. The Students attending during the next Session will be able to witness a limited series of agricultural experiments, made in the garden attached to this establishment. The advantages which may arise from attention properly directed to this subject, are of manifest importance in a new country; and there are few practical sources of information which are so much dependant upon a correct acquaintance with the science as experiments of an agricultural character. One important object proposed is to afford an accurate knowledge of the mode in which experiments of that description ought to be conducted, so that when those who are congregated here shall eventually become scattered throughout the country, they may be enabled, over an extended and varied field, if inclination or interest so direct them, to establish a uniform and accurate system of experiments from which much useful information may be obtained, devoid of that empiricism which is too frequently associated with similar investigations.

I would wish to close these few remarks, by expressing in unison with what has already been said by Mr. Robertson, a favorable testimony of the industry and energy of those Gentlemen, who are about to cease their attendance here. Whatever endeavour on my own part may have been made, that endeavour has uniformly been met with a good-will, and an energy deserving of the highest praise, often, too, accompanied by a talent, the remembrance of which, will greatly enhance that feeling of respect, to which other associations would of themselves give rise.

After the Examination, Mr. Wilson, one of the Students, rose, and expressed a desire to read an address from his fellow-Students and himself, to the Head-Master and Mr. Hind. This compliment was quite unexpected by both Gentlemen, and must have been as gratifying as it was unexpected. (See *Journal of Education*, pp. 125, 126.)

Mr. Robertson replied to the address, on behalf of himself and Mr. Hind. His reply was extempore, and in substance as follows:—

GENTLEMEN.—At the request of my friend Mr. Hind, and with feelings of the deepest gratification, I rise to return you sincere thanks for the very complimentary address which you have just presented to us.

We have now been in intimate communication with you for a period of nearly six months; during that time we have had many opportunities of testing your acquirements and ascertaining your habits and feelings; and we have sincere pleasure in being afforded this opportunity of bearing public testimony to the propriety of your demeanor, and the zeal and energy with which you seconded our efforts for your improvement. On various grounds I, for my own part, feel competent to form a sound judgment on this point; and former experience enables me to assert, without fear of contradiction, that the untiring perseverance exhibited by you during your attendance here has seldom been surpassed on any occasion of a similar nature.

You are now, gentlemen, about to leave us—to separate for your several homes and avocations; you will have to reply to numerous enquiries regarding the course that has been pursued here, and these enquiries you should be prepared to answer with the most careful accuracy. We feel confident that your report cannot but be beneficial to the establishment, and that your future success in your profession will be an evidence of its utility. We trust that our exertions in the discharge of the duties entrusted to us have been such as to merit that support, and to prove of real benefit to you hereafter. We have endeavoured not merely to furnish you with the details of practical information essentially necessary for a Common School Teacher, but have also introduced you to the rudiments of various branches of science not likely, we are aware, to be generally applicable in schools, but which must nevertheless be eminently useful in elevating your minds, and qualifying you for the duties of your arduous and important profession. We shall always feel a deep interest in your welfare, and shall ever be ready to assist you in any way in which you may deem our advice or influence likely to be useful. To those who, by recommending and finally establishing the Normal School, afforded you an opportunity of sharing its advantages, your gratitude is particularly due.

Finally, in acknowledging the pleasure with which we heard your very gratifying address, we cannot but express our full conviction that your conduct and example hereafter will be such as to exhibit to all unacquainted with the Institution a convincing proof of the benefits to be obtained by attending it.

Dr. Ryerson then, briefly addressed the auditory, and took occasion to acknowledge

the allusion in the Students' Address, to himself, as Superintendent of Schools, and to the Board of Education. There was reason to rejoice at the success which has attended this establishment. They were exceedingly fortunate in the selection of the Head-Master, and the Lecturer in Mathematics and Chemistry, and they witnessed in the day's proceedings, proofs of the great benefits that were conferred by them. He felt relieved of a very weighty responsibility, in seeing the Provincial Normal School and the Model School in successful operation, under such able Teachers; and the prosperity of the Institution, with the cheering prospects before us, was a great relief to his mind, and a most gratifying reward for the active part he had taken, in arranging the preliminaries for the introduction of the system, and in afterwards putting the Schools into operation, in conjunction with the Board of Education for Upper Canada, to the members of which, the Province owes a debt of gratitude, for the zeal displayed by them in this important matter, and for the valuable assistance which they have gratuitously rendered. Gratifying as have been the fruits of the Session that has just closed, he anticipated far more hereafter; for it must be borne in mind, that there were many disadvantages to contend with at the commencement of an extensive Institution like this, which are not likely again to present themselves. The future is full of hope, and from what we have this day witnessed, we may look forward to the realization of the most important advantages, by the youth of Canada, from the successful operation of the Provincial Normal School, by means of the Teachers for Common Schools, who will annually go forth with proper qualifications, to the several Districts. It was truly a pleasing prospect. Dr. R. took occasion also to mention, that arrangements were made by the Board of Education, for the religious instruction of the young men who attend the Normal School, through the Ministers of the Churches to which they respectively belong. A portion of one day in each week was set apart for such visits, and some Clergymen have availed themselves of the opportunity.

The business of the day was concluded with the blessing, pronounced by the Rev. Dr. Ryerson. Several gentlemen then went forward, and congratulated the Heads of the Institution, on the very successful result of the labors of the first Session, wishing them every prosperity in the noble work in which they are engaged,—and such must be the heartfelt wish of every true lover of this noble Province.

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From the Globe.

On Thursday last, a Public Examination of the Students of the Normal School, at the end of the first Session, was held in the Government House here. It was conducted by the Masters, Messrs. Robertson and Hind. * * *

Mr. Robertson (Head-Master) stated that upwards of sixty Students had been in attendance since the commencement, but that now there were only fifty-five, some of whom had only been a few weeks under instruction.

* * * * *
An Address was read, and presented, by Mr. Wilson, on behalf of the Students, to the Masters, in which they acknowledged their indebtedness for the attention paid to them, and instructions given, and expressed the hope that those who are now Teachers, or those who intend to be such, would avail themselves of the advantages of the Normal School. Mr. Robertson made a verbal reply, and took occasion to state the marked improvement he observed in almost all, and the industry with which the Students had prosecuted their studies. Dr. Ryerson also gave an address, in which he congratulated the Students and Masters.

On the whole, we were much pleased with the Examination. The Masters are real business men, and the creditable appearance made by the class, gives proof of

their unwearied attention to their duties. We may justly expect, very soon, a far higher tone given to Education in the Province: for if the young men have sense to remain several Sessions, until properly qualified, and if the Trustees of Schools shall seek the very best Teachers, instead of the class now too generally employed, and the wretched system now in vogue, we shall find our Teachers men of intellect, men who can teach, and have something to teach, and our youth will be enabled to occupy positions very different from what they can do now. * * * We look to the Normal School; to the intelligence and earnestness of Trustees to have first-rate Teachers; and to the young men qualifying themselves by study, and by attending several Sessions. The idea, that because a man has been six months at the Normal School, he is therefore qualified as a Teacher is absurd. We know not what the rule is, or if there is any rule, but most decidedly we would have a law, that none be licensed as qualified Teachers till they have attended three Sessions, and had a diploma; or, if they have been educated elsewhere, that on examination they received a diploma from the Normal School, and a Board of Examinators associated with the Teachers of it. The Trustees of Schools, and the inhabitants generally, ought to have some kind of guarantee that the applicants for Teacherships are qualified by something more than their own estimation, or even the certificate of a District or City Superintendent. We always hold this, along with our politics, and as part and parcel of them, that the greatest blessing for *Young Canada* is, a first rate education. We have the means within our power, and for the benefit of our youth we say regarding Messrs. Robertson and Hind,—all hail!

QUARTERLY SCHOOL EXAMINATIONS.

One of the substitutes provided by the present Act for the School visits of the late Township Superintendents, is the *Public Quarterly Examination of each School*; a regulation which we have been repeatedly assured in various Districts, is more than an equivalent for the visits referred to, even supposing the School Visitors should not at all attend to their duty.

Although during the first year's operation of the law, Visitors have in many Townships neglected both their duty and their privilege; we are gratified to learn that in a very considerable proportion of the Townships, the Schools have been frequently visited by Clergy, Magistrates, and Councillors, and that the Quarterly Examinations have been well attended, and have exerted a salutary influence in encouraging both Teachers and Pupils, and in exciting an interest in the public mind in behalf of the education of the rising generation. The following are some of the local newspaper notices of these examinations which we have read with pleasure:—

GALT.—Yesterday, the examination of the School in our village, under the superintendence of Mr. R. McLean, took place in presence of the Rev. Messrs. Porteous, of Beverly, and Bayne, of Galt, Mr. Lee, one of the Trustees, and a respectable number of the friends of the Teacher and pupils. The examination occupied the greater part of four hours,—Messrs. Porteous and Bayne, and several others, taking part in it, along with the Teacher; and the result was such, as to furnish the most satisfactory evidence of Mr. McLean's qualifications as a Teacher—the excellence of the system pursued in the school—and the practical proficiency of the pupils. The easy and yet firm hand with which Mr. McL. appeared to hold the children under his control—the interest and animation of the children themselves—the quickness and intelligence of their replies to the questions put, and the accuracy and despatch with which they performed the various exercises given them, were highly gratifying. We were also much pleased with the singing of the school, an exercise which seems here, as elsewhere, to have been introduced with the happiest effect. At the close of the examination, Messrs. Porteous and Bayne expressed the satisfaction which they had derived from it,—a feeling which seemed to be entertained by all present. Upon the whole it is highly satisfactory to find in our thriving village a school so well conducted, and to which parents may with so much confidence send their children. The inconvenience of having so little accommodation for so large a school, was felt on this as on former occasions, but this is an evil which is now not likely to be of long continuance, and we

hope soon to witness an examination no less satisfactory in the new and commodious school-house which is about to be erected.—*Galt Reporter*, 31st March.

DUMFRIES.—The quarterly examination of the School taught by Mr. W. P. Telford, section 25, Dumfries, was held on Thursday, the 30th, in presence of the Trustees, and several other parents—the Rev. James Strang being present as a visitor. The examination procured much honour both to the Teacher and scholars, and high satisfaction to all present. The proficiency of the scholars generally, since the former examination, was evident, and testified at once to the skill and faithfulness of the Teacher, and the ability and diligence of the scholars. The attainments of the senior scholars in grammar, geography, and arithmetic, were worthy of all praise, and the junior scholars shewed that they were laying a good foundation for the future. As on former occasions, beautiful specimens of penmanship were exhibited. The reading classes, generally, displayed ability in explaining difficult words, and showed that they were not merely learning to repeat words, but that they were acquiring, when reading, valuable stores of general knowledge; and they encouraged strongly the delightful hope that they have been forming those valuable habits of investigation and discrimination which will be of the highest value to them through life, and so forming them as that their course of intellectual and moral improvement will not be broken off by their removal from school, but shall go on henceforward with accelerated pace.—*Ibid.*

HAMILTON.—It is with the most lively pleasure we give insertion to the following testimony, in favour of the successful exertions of Mr. Fenton, as a Teacher, and from what we have heard, we would recommend visitors allowed by law, and the parents of the children attending our Common Schools, to exhibit more interest on the subject of the education of the majority of the rising generation in this city than heretofore. We are aware of the liberal vote of our City Council towards the purchase of convenient sites upon which to erect new and sufficiently commodious school-houses, which we hail as an omen of better things than the mere buildings,—but we are digressing. However, we shall hereafter give our views on the subject of Common Schools within our city limits more fully,—and in the meantime would solicit suggestions from any of our correspondents who may wish well to so important a cause.—*Hamilton Gazette.*

[CERTIFICATE.]

We have great satisfaction in stating that the pupils attending Mr. Fenton's school, have this day acquitted themselves with great credit, and it is gratifying to remark that a decided improvement has taken place since the last examination, as witnessed by Neh. Ford, Esq.

FRED. SUTER,

S. C. S. for Hamilton.

NEH. FORD.

Hamilton, March 23, 1848.

NIAGARA.—On Friday last we attended the quarterly examination of Mr. Peter Shaw's school. The various exercises were in general satisfactory, and creditable to both Teacher and scholars. Several specimens of attainment in vocal music were not the least interesting portion of the proceedings. We think it is important to teach children to sing in every school; and it could easily be done every day at the commencement and close of their studies, without infringing on the time required for other branches of education.

Mr. Shaw has upwards of one hundred scholars, which is an unreasonably large number to be attended to, even with an assistant.—*Niagara Mail, April 5.*

PERTH.—On Tuesday last, an Examination of the Common Schools at the west end of the town, took place, before several of the Clergymen of the Town, the Trustees and others who had assembled to witness it. We understand that the examination of Mrs. McCormick's female school proved satisfactory, a marked improvement having been observed in the studies of the Scholars. The examination of Mr. Morrison's School (for boys) proved as interesting, and equally as satisfactory. Prizes were distributed to those who were the most proficient in reading, writing, grammar, composition and geography.—*Bathurst Courier.*

Education promotive of Civil Liberty and Social Order.—To habituate our children from early life to rules of order, and to teach them justice, sobriety, benevolence, industry, truth and the fear of God, is no less necessary to perpetuate our liberties than to secure their personal enjoyment and respectability. This, indeed, goes into the correct idea of civilization, in distinction to barbarism. Whatever, in the education and training of your children, goes to restrain and subdue bad passions, is so much gained on the score of civil liberty and social order.

Duty to elevate the Common School.—As we value our civil and religious, our social and political blessings, let us do everything in our power, to raise the standard of our Common Public School. Surely the opinion and example of Daniel Webster, on this subject, is worthy to be regarded and followed by all. "If" said he, "I had as many sons as old Priam, I would send them all to the Public Schools;" and it is a reproach that the Public Schools are not superior to the Private.

EDITORIAL DEPARTMENT.

APPORTIONMENT OF THE LEGISLATIVE SCHOOL GRANT FOR THE YEAR 1848.

We had hoped to have been enabled, at the latest, to announce in the *Journal of Education* for the present month the apportionment of the Legislative Grant in aid of the Common Schools for the current year to the several Districts and Townships of Upper Canada ; but there are four Districts from which the Annual School Reports for the last year have not yet been received. The statistical returns from the several Districts for last year are the data on which the School apportionment for the current year must be based. The apportionment cannot therefore be made out until the statistical returns from *all* the Districts shall have been received. The Chief Superintendent of Schools addressed a Circular to District Superintendents in the month of January, requesting the District School Reports for 1847 to be prepared and forwarded at the latest by the 1st March—hoping that he might be able to announce the apportionment of the Legislative School Grant in the April number of the *Journal of Education*, and to prepare and present, before the close of the then approaching Session of Parliament, his own Report for 1847 to the Governor in Council, to be laid before the Legislature. But we regret to learn that in several Districts, and in many Townships, the District Council Assessment part of the School Fund for 1847 was not paid in to the District Superintendents until long after the close of the year ; and in some instances it is not even yet forthcoming. Trustees have, therefore, been correspondingly negligent in reporting to their District Superintendent, as they could not obtain the last instalment of the Fund apportioned to their respective Sections for 1847. When a Council fails to furnish its quota of the School Fund within the period prescribed by law, great inconvenience is inflicted upon Teachers and Trustees, and the whole system is impaired by irregularities and delays. The District Council part of the School Fund ought to be as punctually paid in December of each year as is the Legislative Grant part of it in July or August. In the State of New-York, the County Assessment part of the School Fund must be *paid* into the hands of the County Treasurer *before* the State part of it is advanced at all.

SYSTEM OF SCHOOLS IN CITIES AND TOWNS.

In the last number of this Journal we presented, from the *London Quarterly Journal of Education*, the System of Free Schools in the New-England States ; we also gave Statistics of the operations of that system of Schools

in various Cities and Towns in the neighbouring States—a system essential to universal education in any Town or Country. Nor is there an instance in any civilized country of the existence of universal education amongst the people, where the schools are not open to all the people by having them supported by all the people according to property. This system is the poor man's elevation, and the rich man's security; it lightens the burthen of supporting schools, by placing it upon all in proportion to their several ability; it unites the whole population in one common brotherhood by a community of interest and of privilege; it makes the public schools the best schools, and soon induces the attendance of the children of all classes upon them.

We will add to the Statistics which we gave last month of the Free School System in Towns and Cities, some accounts of its operations, and of the light in which it is viewed by the inhabitants of ordinary Towns where it has been sometime established.

In submitting to the consideration of the Governor-General in Council the draft of the present City and Town School Act, the Superintendent of Schools explained and urged the importance of a *classification* or *system* of Schools in our Cities and Towns. (See first number of the *Journal of Education*, pp. 17, 18.) In his Circular to the Heads of City and Town Corporations, dated January 15, 1848, he offered some suggestions as to the mode of carrying these recommendations into effect under the provisions of the Act on its coming into operation. (See same number of the *Journal*, pp. 21, 22.) The extracts which follow furnish a practical illustration of what has been contemplated and recommended in regard to our own Cities and Towns. We make these extracts from the Appendix to the Report of Public Schools in the State of Rhode Island in 1845, headed "*Public Schools in Cities and large Villages.*" The State Commissioner says—"The following extracts from a few of the communications which have been received from such cities and villages situated in different States, and differing from each other in many particulars, are introduced to sustain the views presented in the Report, as to the results which may reasonably be anticipated from good public schools, and from the establishment of a Public High School."

HALLOWELL, *Maine*.—When the proposition was made six years ago to classify the scholars, and establish a gradation of schools, consisting of primary, grammar and high schools, vigorous opposition was manifested on the ground of increased *taxation*, and from an impression, that efforts to elevate the standard of education among the poorer classes, would not be attended with beneficial results. The practical operation, however

of this system for six years, has it, is believed, removed all objections, and fully convinced the most skeptical, of its increasing utility.

Our classification at present includes seven primary schools, two grammar schools,—one for each sex—and one high school for both sexes. The high school contains sixty scholars, and is under the care and instruction of one teacher. In it all the higher English, and also the

Classical studies are pursued systematically far enough to qualify youth for practical business or for college. The influence of this school is decidedly manifest in elevating public sentiment in reference to the advantages of common schools, and the value of general education. It presents also a powerful stimulus to the children in the lower schools, to greater diligence and effort to qualify themselves to gain admission. So that even our grammar schools now, are far better than our best schools, public or private, before this system was introduced. Nor can the benevolent mind contemplate, without high satisfaction, its results, in imparting a gratuitous education of an elevated character, to hundreds of children, whose pecuniary means are totally inadequate to secure it at private expense.

While this system proffers to all our children advantages equal to those enjoyed in our best academies, it has diminished the expenditure, including both public and private instruction in this place, about six or seven hundred dollars being about twenty-five per cent, per annum. And whereas, before the adoption of this system, the wealthy and elevated classes would scarcely entrust their children to the public schools, now the children of all classes mingle on terms of reciprocal cordiality and kindness. Nor is this consideration of trifling importance in view of their moral character, and their future relations in life.

On the whole, it is the general opinion, that greater obstacles would *now* be encountered in inducing the community to abolish their present system of schools, than were opposed to its introduction.

NANTUCKET, Massachusetts.—The whole amount of money expended for schools, has been much diminished by the substitution of a public for private schools, and the teaching has been much more thorough in the former than it was in the latter, as the temptation is not so strong with the teacher of the public school to force children forward in order to please parents and fill up his school. The whole community seem to be aware of this, and the sum expended for the support of our schools has been freely increased since the establishment of the

high school, by the vote of many, who, because they paid large sums to private schools, were not before free to be taxed to support schools which children did not attend. The general interest in schools is much increased, and the admittance to the high school is valued by all, rich as well as poor.

LOWELL, Massachusetts.—The public schools are divided into three grades, viz., thirty-six primary schools, eight grammar schools, and one high school, and all of them maintained by direct tax on the whole city. The primary schools are taught entirely by females, and receive children under seven years of age, and until they are qualified for admission to the grammar schools: the average number to each school is sixty.

The grammar school receives those who can bring a certificate, or pass an examination in the common stops and abbreviations, and in easy reading and spelling. These schools are divided into two departments, one for boys and the other for girls, and are taught by a male principal and assistants, and a writing-master. The number of scholars is about 200 in each department. The studies are the common branches of an English education.

The high school prepares young men for college, and carries forward the education of the young of both sexes in the studies previously pursued in the grammar schools, as well as in algebra, geometry, rhetoric, astronomy, practical mathematics, natural history, moral philosophy, book-keeping, composition, and the evidences of Christianity. Pupils are admitted on examination, twice a year, in the studies of the grammar schools. There are two departments, one under a male and the other a female principal, assisted by two assistants, and a teacher of plain and ornamental penmanship.

No better education can be obtained in the English, or in the preparatory classical studies, in any school, and the richest and best educated parents are glad to avail themselves of these public institutions.

The influence of the high school has been to stimulate both pupils and teachers, and raise the standard of scholarship

in the schools below; to draw into the public schools children from every class of families amongst us; and to elevate the whole tone of public sentiment on the subject of popular education. Strangers are taken to see the products of mind in this school, as well as the triumphs of machinery and muscular labour in our mills.

BANGOR, Maine.—At the time our high schools were established, there were no less than three flourishing private schools for advancing scholars, and a large number of smaller establishments for younger pupils; and the wealthier families were most of them, averse to the change of system. It was, indeed, carried through the city councils by the mechanics of the city. At first it was only a high school for boys. We succeeded in procuring a preceptor of first rate acquirements and capacity—our present teacher for that school. Such was the success of the experiment, and such the enthusiasm got up by this school, that in a few months, the private schools for boys failed from want of pupils. Shortly after, a high school for girls was instituted with no less success; and since 1836—the first high school went into operation in 1835—private schools, except for small scholars, and for these mostly on account of the crowded state of our primary schools have ceased. And this, too, notwithstanding our high schools, and an intermediate grade between these and the primary, called select schools, have been crowded, so that the scholars have been kept back when their acquirements entitled them to advance. Nothing I have ever witnessed

in school improvement has equalled the change these schools wrought in the state of education here. We wrought out a system of our own, and with great labour, and in the face of no small opposition, have carried it through the schools in the city proper. Our schools are a regular grade from infant classes (those too young to study) to the high schools, four, or as it operates, five regular grades. In all cases the advance is controlled by attainments, so that each scholar is looking up to the next degree above him, until he reaches the high school, and then his next step, if pursuing a liberal education, is the university. And we have the fullest evidence that no pupils enter the universities of our state with a better preparation, or a more thorough training, than the young men who go directly from our public schools.

The improvement of the state of education in this city, which followed has been wrought out by the establishment of these schools, and the grading system which grew out of their establishment, is set low at fifty per cent. The comparison, indeed, is almost a contrast, and the alacrity with which money is voted to sustain our schools, even in times of severest pressure—and such times we have had with a vengeance—affords ample testimony to their excellence.

As to expense, our present system costs, I presume, not one half of the old. Few send their children abroad, which, among the wealthier families, was almost universally the practice before. We expend annually, for the support of our schools, aside from school-houses, between \$8000 and \$9000, to a population of about 12,000.

DIFFICULTIES AND SALARIES OF DISTRICT SUPERINTENDENTS.

In previous numbers of this Journal we have remarked upon the duties and responsibilities of District Superintendents; we will now make some observations on their difficulties and salaries.

When the rare qualifications appropriate to the office of a District Superintendent are portrayed, and when the importance and advantage of his attending with sleepless vigilance to each of his varied duties is insisted upon, it is just and proper also to take into consideration the difficulties of his situ-

ation, and the remuneration necessary to secure his required and expected efficiency.

The mode of his appointment and the tenure of his office are not unfrequently a source and occasion of embarrassment to a District Superintendent. He is appointed and holds his office by the suffrages of an elective body ; and the persons at whose pleasure he retains his office constitute a portion of those among whom he is to discharge his duties impartially and energetically, according to the regulations provided by law, "without fear, favour, or affection." It happens sometimes that some of the Councillors who appoint the District Superintendent to office are Trustees of Schools, and parties in matters respecting which he is called upon to decide. We have been informed of instances in which a District Superintendent has been threatened in regard both to his salary and office with the fullest exercise of a Councillor's opposition and influence, in case he (the Superintendent) should not support the claims or recommendations of such Councillor. We trust such instances are few ; but it is very natural that they should, on some occasions, occur among three or four hundred persons, each of whom has a direct or indirect interest in some School Section. It has also happened in several instances that the constituents of a Councillor (those to whom he is under obligations for his election, and by whose support he hopes to be elected again) invoke his interposition with the District Superintendent to attain School money without fulfilling the conditions of the School law. It is too much to suppose that a Councillor should not in some instances yield to the solicitations of a constituent and neighbour rather than to the requirements of the School law, especially in the infancy of the School System. The Superintendent is thus placed between obligations of duty on the one side, and the wishes and influence of one or more persons on whose votes his continuance in office and his salary may depend. Other administrators of the law are accountable to the government, which in its turn is responsible to the country at large, through its Representatives in the Legislature ; but District Superintendents being elected to office by local elective bodies, are liable to be affected by local circumstances, as well as those by whom they are chosen. Individual prejudice and sectional interest may sometimes come in contact with the intentions of the Legislature, and the requirements of the law, and the District Superintendent acting in his judicial capacity of deciding between parties, or on questions affecting parties, finds himself in a different position from that of the District Judge in the performance of kindred duties.

We advert to this peculiar and delicate position of District Superintendents, to impress upon all Councillors the importance of insuring to each District Superintendent that independence of action which every Executor of the law should possess in the performance of his official duties—that the law is to be his guide

even in matters in which their own personal feelings and interests may be involved. A District Superintendent, who, from his standing, qualifications, ability and experience, is looked up to by the Council as well as by the inhabitants generally, will be beyond the influence of any personal or local opposition. But such fortunate examples—fortunate for all parties—are rather exceptions, than the general rule. It is all-important, therefore, that the District Councils, having made the best possible selection for the office of District Superintendent, should enable him to feel that he has nothing to fear as long as he performs his duties efficiently *according to law*.

But the most onerous part of a District Superintendent's duties is, to visit the Schools throughout his District. He can prescribe certain days or weeks of certain months for the *payment* of teachers and the examination of candidates; but the visitation of the schools is literally the work of the year. The excellent article in this number of our Journal, from the pen of the Head-Master of the Provincial Normal School, clearly shows both the *importance* and the *labour* of School-inspection; and we observe that several District Councils have strongly insisted upon it. The fatigues, exposures, industry, and qualifications required in the performance of this most essential part of a District Superintendent's duty—especially in new Districts or settlements—cannot be easily appreciated. He must be upon the road, with a horse or conveyance of his own, during the greater part of the year. This involves no small item of expense—an expense from which most public officers are exempt, as they are not compelled to travel. Probably none will doubt that a District Superintendent's duties are much more onerous than those of a District Judge; nor will any doubt that his office is less important, or that it demands a lower order of varied qualifications. Why should, then, the salary of the one be so much less than that of the other? Can it be supposed that a District Superintendent can labour with heart and satisfaction, with energy and constancy, for a remuneration little more than sufficient for his horse-hire and travelling expenses—a remuneration less than that of many clerks or book-keepers in a merchant's shop? Can Councillors reasonably expect much and efficient service from a District Superintendent, if they refuse him a salary equal to that of a subordinate writing clerk in other public offices? It is gratifying to see Councillors alive to the importance of frequent and thorough school-visitations on the part of District Superintendents; but they should be equally liberal in encouraging Superintendents to do so by showing how highly they value such labours. It is quite unreasonable to suppose that the office of District Superintendent will be filled by men of proper qualifications and character for half the salary attached to other offices requiring lower qualifications and less labour. A cheap Superintendent, like a cheap School-master, is poor economy. The addition of £50 or £75 to the salary of a District Superintendent would not

amount to a penny for each inhabitant of an ordinary District ; but it would be of no small importance to the comfort and labours of an individual, and to the character and efficiency of the most important educational office in a District.

EXAMPLE OF THE FREE SCHOOL SYSTEM.

A friend in the Niagara District informs us, that at the last annual School Meeting in the School Section in which he resides, the persons nominated as Trustees refused to serve unless the electors would agree to have the School supported by assessment upon all the inhabitants of the Section according to property, as they had found the rate-bill system utterly insufficient to keep up a good School. After some discussion, the electors consented ; a moderate assessment was imposed by the District Council at its next Session for the Teacher's salary ; and the very first quarter after superseding the rate-bill by an annual assessment, the number of pupils in the School more than doubled. We are persuaded the attendance of pupils will, on an average, increase in like proportion in the several School Sections throughout the Province, if the people follow the example of the School Section referred to. If the reasons which have been adduced in this Journal, and in the example and history of the New England States, are insufficient to produce conviction on this subject, let doubters try the experiment for one year, and their own experience will then be an indubitable witness.

SCHOOL VISITS AND ATTENDANCE FOR THE YEARS 1846-1847.

By reports from sixteen Districts in Upper Canada (reports from the remaining four Districts not having been yet received) it appears that the children of School age attending School in 1846, were 75,805, and in 1847, 89,613—being a difference in sixteen Districts in favour of 1847, of nearly fourteen thousand pupils. The total number of visits made to the schools in these sixteen Districts in 1846, was 4309 ; the total number reported for 1847, was 8886 ;—difference in favour of 1847, of 4576 School visits. Of these School visits 21,27 were made by *District Superintendents* ; 1316 by *Clergymen* ; 646 by *District Councillors* : 964 by *Magistrates* ; and 3833 by *other persons*. In addition to School-visits, there were public quarterly examinations in the Schools for 1847, which had not been before required by law. Last year was also the first year of the operations of the present School Act.

Common Schools will languish until the whole community become interested in their efficiency and success—until they are regarded as common property. As long as elementary education is regarded as a *private*, and not a *public* interest ; as long as none take any interest in the School except those who

happen to be sending children to it ; as long as the more wealthy and educated persons in the community look upon the Common Schools as a mere matter of concern for the lower classes, the Common Schools instead of being the best, will be the poorest Schools in the country. But let the leading and most intelligent persons in each Township and Section countenance the Common School, and it will soon become as much better and more respectable than any private School of the same class, as it is more important. The Common Schools will be, as they now are in the New England States, the best and most respectable Schools. It was with a view of securing the influence and co-operation of the leading persons throughout the Province that the Clergy, District Councillors and Magistrates have been created School Visitors by the present School Act. It was thought by some friends of general education that these voluntary visits would be "few and far between;" but we are happy to find that this provision of the law has not proved a dead letter—that the number of visits has much exceeded what had been anticipated during the first year; and we doubt not their number will be doubled if not trebled the current year, while the public quarterly examinations of each School will create increased interest in every neighbourhood where they are held.

RESOLUTIONS TO SECURE A PROPER ORGANIZATION OF SCHOOL SECTIONS, AND TO ASCERTAIN PUBLIC SENTIMENT ON THE MODE OF SUPPORTING SCHOOLS.

The Council of the Colborne District is adopting a judicious plan of placing the Common Schools within its jurisdiction on the best footing. Proceeding in this spirit and manner, the Schools in that District will soon be placed upon the true foundation of public convenience and support, and the structure of an admirable system of Schools will be reared to the honour of its projectors and the benefit of the rising and future generations. We copy the following Resolutions from a handbill which has been forwarded to us by the District Superintendent, and which the Council has ordered to be printed in large numbers to be filled and put up in various places in each Township of the District.

Resolutions adopted by the District Council of the Colborne District, at the Session held in February, 1848.

RESOLVED,—That the several Councillors of this District, shall hold a Public Meeting in each of their respective Townships, of which meeting at least twelve days' notice shall be given, in three or more of the most public places therein, the objects of which meeting shall be,—

To define, and where it may be considered necessary, to enlarge, unite, or otherwise alter, or if judged expedient, to entirely re-model the several *School Sections* in each Township respectively, and to determine the *sites* of the several *School Houses* in such School Section; and furthermore,—to enable the District Councillors to ascertain as far as possible, the sentiments of the inhabitants respecting

the mode of paying *School Teachers* their salaries: by increasing the amount assessed on property for that purpose, and thereby diminishing the amount, or entirely superseding the quarterly "Rate-Bills."

RESOLVED,—That in any case where it may appear desirable to form *Union School Sections*, to consist of parts of adjoining Townships, the Councillor of the Township, desiring such Union Section, shall immediately inform the Councillor of the adjoining Township of such desire, and the Councillors of both Townships shall conjointly appoint a meeting of the inhabitants of such parts of adjoining Townships as it may seem advisable to embrace in such Union Section, to take place at some time subsequent to the general Public Meetings in both such Townships, and shall give sufficient notice thereof, and shall also attend such meeting.

RESOLVED,—That the Councillor of each Township, and also the Township Clerk of each Township, shall, and they are hereby required to attend at such public meetings aforesaid; and the Councillor shall proceed, with the advice and assistance of the Township Clerk, and such of the inhabitant householders as shall attend at such meetings to define the limits of the several School Sections in such Townships, and in such Unions, and to determine the sites of the several School Houses therein, (subject always to the approval of the Municipal Council in Council assembled.)

And shall also, at such public meetings propose to the meeting the question—

Whether the inhabitant householders desire that the Municipal Council should increase the School Assessment so as to

diminish, or entirely supersede the quarterly Rate-Bills, and if they desire any increase, to what extent?

And the several Councillors shall take a vote at every such public meeting on the foregoing question, and shall record the number of votes for and against the increase proposed at such meetings, and shall report to the Municipal Council on the second day of the Session to be held in the month of October next, the result of such appeal to the people on the subject of the School Assessment; and also, the description, limits, and numbers of all the School Sections formed as aforesaid.

And if parties shall consider themselves aggrieved in the matter of such limits of School Sections, they shall have the right of appeal to the Municipal Council, provided such appeal be made during the session of the Council to be held in October next.

(Where the word Councillor is used in the foregoing Resolutions in reference to Townships returning two Councillors, it shall be understood in the plural number.)

RESOLVED,—That there be appended to the foregoing Resolution the following

NOTICE.

A Public Meeting of the Inhabitant Householdors of the Township of _____ will be held at _____, on _____ the _____ day of _____, 1848, at 12 o'clock, A.M., for the purpose stated in the above "Resolutions."

By Order of the Council.

W. SHERIDAN,
District Clerk.

District Council Chamber,
Peterborough, Feb. 1848.

PUBLICATIONS AND PERIODICALS RECEIVED.

We beg to acknowledge the receipt from the Publisher of certain "REMARKS ON THE STATE OF EDUCATION IN THE PROVINCE OF CANADA; being a Re-print of Two Articles which appeared in the *British American Journal of Medical and Physical Science* for January and March, 1848: by 'L.' Pp. 72. BRACKET, Montreal. Of the First Part, which appeared in the January number of the very excellent periodical from which the whole is reprinted, we have

already expressed a favourable opinion. Its tone is calm, candid, and dignified. Of the *Second Part*, which is chiefly devoted to the discussion of Educational matters in Lower Canada—we cannot express so decided an opinion, as we are not sufficiently acquainted with the practical working of the system of popular Education in that section of the Province, nor of the merits of the several matters involved in the author's discussion of the question. The *Remarks* seem to be made with modesty and courtesy, and are calculated to promote a good feeling in the consideration and discussion of the all-important subject of which the author so ably treats. The work is neatly printed, and is, we understand, for sale at the several Booksellers in Toronto and other places—price 4d.

THE CALLIOPEAN, edited by the Young Ladies connected with the *Burlington Ladies' Academy*, Hamilton, merits especial notice. As a publication, it is unique in connexion with literary institutions in Canada, and, therefore,—but more particularly as it is the production of the united pens of young and cultivated females,—we bestow upon it a more than cordial greeting. Its articles evince a good deal of taste and culture on the part of the contributors, and are marked by much chasteness and beauty of thought, and generally great purity and elegance of diction. It is very neatly printed, and is published semi-monthly, price 5s. per annum. We have also received the Annual Catalogue of the Officers and Pupils in the *Burlington Ladies' Academy* for the year 1847-8. We are happy to perceive from the number of the Pupils (201) that the prospects of this admirable Institution are in the highest degree flattering to the zeal and ability of the Principal, Preceptress, and their assistants.

PROVISION FOR EDUCATION IN THE WESTERN STATES.—For Education in the West munificent provision has been made. In all the new States, a square mile in the central part of each Township is set apart for the support of Common Schools, making one thirty-sixth part of the public lands. Congress has also, from time to time, made special grants of large and valuable tracts to State Academies, Colleges, &c. Besides these grants, 3 per ct. of all proceeds of sales of public lands is paid over to the several States in which they lie, and to be used by them for the encouragement of learning, and especially in the establishments of Institutions of a higher grade than Common Schools.—

Added to all these gifts of the general Government is the United States deposit fund, which was distributed among the States, and in several instances appropriated by them to the cause of education.

According to an article in the *Journal of Commerce*, the total grants to several of the States are about as follows:—

<i>Colleges and Academies.</i>		<i>Common Schools.</i>
Ohio,	70,000 acres.	700,000 acres.
Indiana, ..	46,000 "	350,000 "
Illinois, ...	46,000 "	900,000 "
Michigan, .	46,900 "	1,100,600 "
Iowa,	46,000 "	1,400,000 "
Missouri, ..	46,000 "	1,100,000 "

New-York Observer.

☞ The important and able communication of the Head-Master of the Normal School contains an answer to the principal questions proposed by "F," to whose enquiries we have heretofore referred. "F.'s" letter, containing remarks which may be considered personal, we do not think it advisable to insert. The laudable object he had in view will have been attained by Mr. ROBERTSON'S communication.

☞ Mr. HIND'S second admirable article on *Agricultural Education*, together with annexed valuable Tables, will be given in our next number.

P. S.—*The Second Session of the Provincial Normal School* opened on Monday the 15th instant. On the first day, *seventy-three* candidates presented themselves for admission. Most of them have already been engaged in School-teaching. The number of Students during the present Session will doubtless exceed one hundred.

ACKNOWLEDGMENTS—To 15th May, inclusive.

Supt. Bathurst District, rem. and subs.—Mr. R. McClelland, rem. and subs.—A. S. Holmes, Esq., rem. and subs.—Supt. Talbot District, rem. and subs.—Rev. George Kennedy, subs.—Rem. from Messrs. R. Bennett, J. L. Biggar, A. McCallum, D. Shiel, H. Frost, A. Weldon, C. S. Dunbar, T. S. Sharon, W. Wilmot.—Warden, Prince Edward District, Rev. J. Spencer, B. S. Cory, Esq., M.D., Chas. Biggar, Esq., A. Cunningham, Esq., W. H. Wells, Esq., Newburyport, U. S.—Subs. from Messrs. A. Ward, W. Wetherald, and Angus McCallum.

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JOURNAL OF EDUCATION

FOR

Upper Canada.

Vol. I.

TORONTO, JUNE, 1848.

No. 6.

OBLIGATIONS OF EDUCATED MEN.

An Address delivered before the Senate and Students of Victoria College, May 2nd, 1848, by the Chief Superintendent of Schools for Upper Canada.

I am to address you on the OBLIGATIONS OF EDUCATED MEN. It is a subject which assumes the capacity of man for indefinite improvement—the adaptation of man for society—the relations of man to his fellow-man—the principles of social organization—the influence of one generation upon the character and destinies of another. It is a subject which involves the highest responsibility of individuals and classes, the deepest, widest interests of society at large.

Our first inquiry is,—on whom do these obligations rest? who are educated men? These are relative terms; they have been differently understood in different ages and countries; they are variously used in the same country, according as they are applied to different professions, trades and employments. Education in China and Persia means a different thing from education in England and America; the educated man of ancient Sparta was not the educated man of ancient Athens; nor is the educated man of the middle ages the educated man of modern ages. Nay, the history of government, of physical science, of the practical arts, shows that the educated man of even the last century is not the educated man of the present century. It would be interesting to inquire into the different and various applications of these terms in both ancient and modern ages, among Asiatics, Africans, Europeans, and Americans; but this would be an inquiry aside from our present design, and require time beyond the present hour. It is sufficient for our present purpose to remark, that by education we do not mean professional attainments; and by educated men we do not refer merely to gentlemen of the sacred, medical, legal, or military profession. By the term 'Education,' we mean the training and preparation requisite for the duties of life; and by the phrase 'educated man,' we mean, in the widest sense of the expression, every man who knows more than his next neighbour. He may be uneducated in comparison of those who know more than himself; but he is educated in respect to his less instructed neighbours. Thus the *triarii* of a CÆSAR's legion would be but raw recruits in the army of a NAPOLEON or a WELLINGTON; and the venerable prelate of the middle ages could not obtain a Common School Master's certificate in the present ære.

The boor of the Court may be the APOLLO or 'Squire of the country neighbourhood ; and the pupil of one school may be the teacher of another. By educated men, then, we mean the professional men who know more than the non-professional men ; the teachers who know more than the pupils ; the intelligent who know more than the ignorant ; the parent who knows more than the children. Society embraces them all as its members ; it claims the services of them all as its property. They are the guardians and mentors of the coming generation ; they should impress upon it the characteristics of virtue and patriotism. They are Trustees of the best inheritance for their country ; they should nobly fulfill their sacred trust. They are moral agents ; they should faithfully employ the powers, possessions, and advantages for which they are responsible. Such are the four grounds on which we propose to illustrate the *Obligations of Educated Men*.

I. They are members of Society, and, as such, are part and parcel of its property. "It is not good for man to be alone." Thus spoke the ALMIGHTY when he made man ; and thus speaks the very law of man's constitution, and the history of the human race. The law of Revelation and the law of nature are in harmony. In the conjugal relation, we see it in the numerical proportion of the sexes—in the courage, strength, enterprise of the one, and the fortitude, susceptibility, dependence of the other—in their mutual qualities, affections, and sympathies—in their adaptation to promote each other's happiness. Here is a law prior to, and stronger than all human law ; and in immediate connexion with it, we have the law of parental affection—another mysterious element of the human constitution—a wonderful provision of divine wisdom and goodness—and which is the fountain of social order, and the basis of social improvement. But families multiply into tribes and nations ; new wants multiply in a corresponding ratio ; and the social affections admit of a like expansion. Hence love of kindred, love of nation, love of country ; and hence institutions adapted to the national necessities. The basis of these institutions is the common safety, and the object of them is the common welfare. They are founded on the will of God, and are, as St. PAUL says, "the powers that be, which are ordained of God ;" and they approach the beneficent object of their primary establishment, just in proportion as they regard all their subjects as children of the same family, provide equally for them all security of person, liberty, and property, and diffuse among them all, like the dew of heaven, the advantages and blessings of the common association. Thus the *state* is the *principal* in the compact of which *government* is the *agent*—the means to an end ; and that end is, the safety, the prosperity, the happiness of the *state*—including alike each individual of which the state is composed.

It is true, the powerful agent or institution of government, like the marriage institution itself, has been and may be abused to the purposes of individual selfishness and ambition. It has been perverted into a fearful instrument of oppression and conquest ; and so has the sacred institution of the Christian Church. But "from the beginning it was not so." God himself designed that "the powers that be," whether civil or ecclesiastical, should be "an instrument of God for good," and not of evil to any man, much less to any people. Divine wisdom has not seen it good for "man to be alone" in families, any more than in celibacy ; and civil institutions are the appropriate sequel to the domestic. But under the one, no more than under the other, is man isolated from his fellow man. The state is a symbol of union, not of

isolation. The government is a bond of strength, a means of co-operation, and not an instrument of individual severance and selfishness. Indeed there is no such thing among men as independence, except in the conceptions of pride and ignorance. Even the rich cannot say to the poor, "we are independent of you," any more than can "the eye say to the hand I have no need of thee." The individual links in the chain of human society are mutually and equally depending upon each other; and this chain of dependence, in its remoter ramifications, encircles the entire globe; the four quarters of which are often laid under contribution for the furniture of a single house, and supply the provisions for a single table. Climates and zones are so many belts of unity for the human family; the oceans and seas are highways of unrestricted intercourse; and the arts of manufacture, commerce, and navigation are alike the developments and instruments of an universal *fraternity*. "God has made of one blood all nations of men to dwell on all the face of the earth." The actual wants and circumstances of man are in harmony with this revealed fact and purpose of his creation; the word of Revelation proclaims *one blood*, the law of man's condition acknowledges *one interest*; the voice of mankind instinctively testifies to both the benevolence and truth of this Revelation of God, and infidelity stands abashed in the face of the nations.

But if the relations of men of different nations to each other—technically termed external—are thus intimate, and involve so many obligations of mutual good will, friendship, and sympathy; how much more intimate are those relations which are termed *internal*—the relation of a government to its own constituents, the relations of the members of the same state to each other! The vital principle of these civil relations is—as expressed by PALBY—that "the interest of the whole society is binding upon every part of it. No rule, short of this, will provide for the stability of civil government, or for the peace and safety of social life."* The spirit of this rule is the soul of true patriotism, and involves the obligations which we desire to enforce upon educated men. It teaches each man that he is closely related to others; that he is a constituent part of a whole; that he is not "to live to himself;" that each is to live for the good of each and of all; that the obligations of each are in proportion to his ability. It is, in a word, the embodiment of that sublime sentiment of St. PAUL—(for we must go to the Book of God for the highest exemplification of every thing pure and noble)—"*every one members one of another*." Legislation approaches perfection in as far as it embodies this principle; the administration of government is the agent of good just as it acts upon it; society realizes the great end of its association in exact proportion as each individual part of it exemplifies the spirit of sympathetic identity with every other part; the spirit of CINCINNATUS, who blended the noblest patriotism with industrious contentment on four acres of land—the spirit of ARISTIDES and EPAMINONDAS, who exercised the highest public virtues in the midst of great personal poverty: above all, the spirit of HIM "who went about doing good." And "no disciple is above his master, or servant above his lord."

The practical obligations of this principle thus pervade all ranks and classes

* Moral and Political Philosophy, chap. iii.

of society, and are no less imperative upon the peasant in his lowly obscurity than upon the Sovereign in the magnificence and responsibility of empire. The obligations of each private soldier of the allied army at Waterloo, were identical in principle, only differing in circumstances, with those of WELLINGTON and BLUCHER. But while none are exempt from the weight of these obligations, they rest with peculiar force upon those to whom Society has been more generous and God more bountiful than to others. Those who have received much are bound to act and give in proportion. This remark is especially applicable to the subject of education ; which is pre-eminently, in all its degrees and phases, a *public interest*. It has been so recognized in various acts of the Legislature ; and the extent of each man's pecuniary obligation to support and extend it, has been determined by parliamentary enactment. The last amended Common School Act for Upper Canada has exempted every parent and guardian in a City or Incorporated Town from paying a *Trustee's Rate-bill* for the School-teaching of his children, by providing that every man in each City and Town shall pay by assessment according to his property for the education of every child, and that every child shall have the right and facilities of being educated, whatever may be the poverty or destitution of his parents. But though civil law can regulate and prescribe the pecuniary responsibility of each man in the community for the education of youth, it cannot enforce his moral responsibility—it may reach his pocket, but it cannot penetrate his conscience. This is the province of morals, not of legislation ; and this is the obligation which I wish to press upon educated men. Are their physical resources liable to contribution in proportion to their amount for the instruction of youth, and are they not subject to a corresponding moral obligation for their mental endowments ? Are not intellectual powers more valuable than pounds and pence, and is not knowledge worth more than dollars and cents ? Are they required to pay in proportion to the latter, and are they under no obligation to exercise the former ?

Besides, the educated men to whom I refer are debtors to society, as well as constituent parts of it. To every one of our Colleges the State is a contributor ; not one of them would be in existence but for such contribution ; and all our Common Schools are likewise aided out of the public Treasury ; and both Colleges and Schools exist under laws enacted by the State. For whatever advantages we have received at any one of these institutions, we are, therefore, in no small degree, indebted to the State ; that is, to those who provide its resources and are the arbiters of its laws. Have Colleges and Schools been thus aided by endowments or grants from the State for the individual benefit merely of those who may resort to them ? Certainly not—but from the conviction that the superior or elementary education of every such individual would be a contribution to the general treasury of mental power and wealth—the creation of a new agent to diffuse useful knowledge throughout the country, and thus to provide for the development of its resources, the appreciation and efficient administration of its institutions, and the social progress and happiness of its entire population.

To leave higher considerations out of the question,—is that clergyman discharging his obligations of gratitude, much less of patriotism, to his country, who spends his life in ignoble inactivity ? Or that lawyer, who employs all his time and powers in merely courting litigation and accumulating wealth ?

Or that medical practitioner, who limits his thoughts and occupations to prescriptions of medicine, surgical operations, and collection of fees? Or that farmer, trader, or mechanic, whose world is self, and whose earthly existence is one long sigh for gain? Nay, such vultures are devourers of the public weal; such examples are a pestilence to the community; and superstitious ignorance itself is a less evil than educated selfishness. There may be some allowance for the untaught man aiming at nothing higher than present and personal comfort, heedless as to whether the world grows better or worse—satisfied himself with mere animal enjoyments; but for those to whom the state has extended the facilities of education, to requite its generosity by preying upon its vitals, is a double shame and a double crime. It is not supposed, indeed, that every clergyman can be a LUTHER, a FENELON, an USSHER, a WESLEY, or a CHALMERS, or an OBERLIN; but every clergyman can imbibe the spirit of those great and good men; and that spirit, aided by the peculiar facilities of his office, will find a thousand openings of practical and useful development. Nor do we expect that every physician will be a BOERHAAVE, a HALLER, or a MASON GOOD; but what a treasure of useful knowledge is embraced in the Physiology and Chemistry of his profession, which he might, in a variety of ways, impart and facilitate the communication of to others, without entrenching upon his professional engagements; or in the least interfering with his laborious studies of the structure of the human frame with a view to expel its diseases and prolong its life. Nor do we imagine that every lawyer can become a Lord BROUGHAM or a DANIEL WEBSTER—both distinguished benefactors of popular education and general knowledge in their respective countries;—but of all educated men in any country, it appears to me that the lawyer is under especial obligations to contribute to the general sum of its intellectual improvement. The history of all free governments shows that the highest prizes in a country's gift are usually awarded to the gentlemen of the bar; their professional studies involve the history of all human institutions; their professional practice makes them personally acquainted with most of the social evils that afflict society—among not the least of which is ignorance, with its unnumbered progeny of vices and crimes; and who, as a general rule, can be more competent than the lawyer, or under greater obligations than he, to be an active, animating, patriotic spirit in his neighbourhood, in unlocking the treasures of knowledge to the mass of the labouring people, and uplifting the lowest classes to a consciousness of intellectual existence and a taste for intellectual enjoyments! Here is a wide and a glorious field of usefulness, independent of the loftier and more imposing efforts to simplify the laws, to enlarge the commerce, and to advance the government of the country—efforts requiring mental qualities and qualifications which are not the common lot of professional men any more than of the generality of mankind. Finally we do not presume that every educated scholar, or merchant, or agriculturalist, or shopkeeper, or mechanic, may hope to be a PESTALOZZI, or a DE FELLEBERG, or a PRINSEN; but every man of these classes can assist by example, by effort, by influence, to confer upon others advantages which they have received themselves, and they can severally impart and perpetuate an impulse which will reach to every particle of the social mass.

Now were all these professions and classes to fulfil their natural, their legitimate, their grateful obligations as constituent members of society, what an intellectual, a moral, a social transformation would ensue! What an increase

of mental power and resources, what a multiplication of the elements of social enjoyment, what order and beauty from chaos and desolation, what new intellectual creations among the hitherto neglected portions of the community! And this noblest work for all, can only be achieved by the united exertions of all. "Any great moral or economical change in the state of a country, (says the eloquent Dr. CHALMERS,) is not the achievement of one single arm, but the achievement of many; and though a single man walking in the loftiness of his heart might like to engross the fame of it, it will remain an impotent speculation, unless thousands come forward to share, amongst them all, the fatigue of it. It was by successive strokes of the pickaxe and the chisel, that the pyramids of Egypt were reared; and great must be the company of workmen, and limited the task which each must occupy, ere there will be made to ascend the edifice of a nation's work and a nation's true greatness."*

Such is our first illustration of the *Obligations of Educated Men*, arising from the consideration that they are members of society, and, as such, are part and parcel of its property.

(To be continued.)

THE TRUE BASIS OF EDUCATION.

We are hoping to form men and women by literature and science; but all in vain. We shall learn in time that moral and religious culture is the foundation and strength of all true cultivation; that we are deforming human nature by the means relied on for its growth, and that the poor who receive a care which awakens their consciences and moral sentiments, start under happier auspices than the prosperous, who place supreme dependence on the education of the intellect and taste. It is the kind, not the extent of knowledge, by which the advancement of a human being must be measured; and that kind which alone exalts a man, is placed within the reach of all. Moral and Religious Truth,—this is the treasure of the intellect, and all are poor without it. This transcends physical truth as far as heaven is lifted above the earth.—*Dr. Channing.*

AGRICULTURAL EDUCATION IN UPPER CANADA.

No. II.

BY H. Y. HIND, ESQ., MATHEMATICAL MASTER, ETC., NORMAL SCHOOL, U. C.

The introduction of any new subject of instruction, whether of science or art, as constituting a desirable element of Education in Common Schools, requires some illustration of the advantages which may result from such a proceeding, and of the mode in which that instruction may be conveniently and sufficiently given. Practical utility is, without doubt, the first and strongest inducement that could lead to a study of Agricultural Chemistry and Vegetable Physiology among that class of the community to which especial reference is

* Advantages of Local Parish Schools, p. 54.

made in entering upon the details of this subject, and were no other advantages included but those which bear directly upon the daily pursuits of the farmer, ample inducement would exist, to render an acquaintance with the theory of his occupation, a most desirable attainment.

A very cursory view however of the Irish series of school books, now being generally introduced into the Common Schools of Canada, will suffice to exhibit the importance which the compilers of those works placed upon a study of the vegetable world as a mental culture. Among popular descriptions of many sciences, that of Vegetable Physiology, and its dependant branches, occupies a considerable portion of the reading lessons, and is there introduced in such a manner as to excite not only a lively interest in its details, but also to create a strong desire to enter into a deeper and more comprehensive study of this branch of Natural Philosophy. We discover further, that a few of the more advanced pupils attending schools situated in towns, their immediate vicinity, or in well settled districts, are accustomed to engage in the study of some branch of Philosophy, such as Astronomy, Chemistry, &c., as a mental culture. Equally, therefore, to them do the varied phenomena of the vegetable world offer a most interesting field of useful enquiry, peculiarly adapted to the culture of the mind and taste, and possessing one powerful attraction which many other sciences do not ordinarily admit of, namely, the association of experimental investigation, with the study of the science, in the favourite and engaging pursuit of gardening and horticulture.

The great utility which a general acquaintance with the science of Agricultural Chemistry is capable of proving to the young farmers and mechanics of this country, cannot be more conveniently shown than by describing its general details, and the mode in which it will perhaps be found most advantageous to convey the necessary instruction in this important branch of Education.

A theoretical study of Agriculture implies an acquaintance, to a limited extent, with the science of Chemistry. A popular and very general view of the nature of some fourteen or fifteen elementary bodies is the first requisite. The primary laws of chemical composition and decomposition, together with the nature and properties of a few compound bodies, whether resulting from the decomposition of existing substances or the union of elementary ones, is the next important step immediately connected with chemistry.

The chemistry of vegetables, and the functions of their various parts, may then claim attention, leading the way to a comprehension of the sources from which they derive those substances which enter into their composition and are necessary or favourable to their development.

Having obtained an acquaintance with the foregoing details, the pupil is prepared to enter upon a study of the origin and composition of soils; the necessity of the presence of certain substances in the soil to induce a luxuriant vegetation; the rationale of the mechanical operations for ameliorating the condition of the soil; the use and action of manures; the reasons which compel a proper rotation of crops, and a judicious fallowing of the land.

The mode in which this information may be impressed upon the memory, will, perhaps, be sufficiently established by referring to the following tables, which were compiled from the Agricultural works of LEBES, JOHNSTON, and BOUSSANGAULT, expressly for the use of the Students attending the NORMAL SCHOOL :—

OF THE

EXACT CHEMICAL CONSTITUTION OF CERTAIN SOILS, VEGETABLES, AND MANURES.

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[illegible]

	Wheat Grain	Wheat Straw	Barley Grain	Barley Straw	Oats Grain	Oats Straw	Hay	Hay	Peas	Beans	Chervil red	Vetch	Indian C. Grain	Indian C. Straw	Beet-root C. Grate
Potash,	24.17	6.43	9.2	3.91	20.91	12.3	12.18	30.09	9.71	35.20	16.10	30.57	30.08	4.00	8.74
Soda,	10.34	27.79	0.3	16.79	....	....	13.01	....	15.60	10.32	40.71	8.56	10.57	10.57	20.10
Magnesia,	13.57	12.98	5.0	10.05	6.91	7.7	4.58	....	8.28	6.91	8.28	8.49	17.0	9.58	10.38
Lime,	3.01	3.91	8.5	3.86	1.57	3.7	7.29	9.12	7.30	2.70	21.91	4.79	1.3	9.68	6.68
Phosphoric Acid,	45.53	46.14	3.1	40.63	38.48	14.9	1.94	12.03	15.79	34.01	4.12	38.05	50.1	18.76	56.67
Snipharic Acid, .....	....	0.27	1.0	0.26	....	1.0	2.15	3.79	3.02	4.28	1.06	4.10	....	0.68	8.16
Silica,	1.91	0.42	67.6	21.99	29.10	53.3	54.25	24.17	26.00	0.29	2.60	2.01	0.8	29.36	0.69
Peroxide of Iron,	0.52	0.56	1.0	1.93	2.10	1.3	1.41	2.23	2.23	1.94	0.46	0.75	....	0.61	1.05
Chloride of Sodium, .....	....	....	0.6	....	....	....	2.48	5.70	20.46	2.56	4.73	2.00	....	0.46	....
Chloride of Potassium	....	....	....	....	....	1.0	....	9.48	....	....	....	....	....	....	....
	100.00	100.00	100.0	100.00	100.00	100.0	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00

TABLE OF MINERAL SUBSTANCES,

TAKEN UP FROM THE SOIL BY THE VARIOUS CROPS GROWN (AT RECHERBROUN) UPON ONE ACRE RESPECTIVELY.

	Dry Crop	Ashes per cent	Ashes per Acre	Phos. Acid	Sulphuric Acid	Chlorine	Lime	Magnesia	Pot. and Soda	Silica	Oxide of Iron, Aluminium, &c.
Potatoes,	2,828 lbs.	4.0 lbs.	113 lbs.	13 lbs.	8. lbs.	3. lbs.	2. lbs.	6 lbs.	58 lbs.	6. lbs.	17. lbs.
Beet Roots,	2,908 "	6.3 "	183 "	11 "	3. "	9. "	13. "	8 "	82 "	15. "	4.75 "
Potato Tops,	3,042 "	2.0 "	303 "	33 "	7. "	4. "	7. "	5 "	135 "	39. "	16. "
Wheat,	1,652 "	2.4 "	25 "	12 "	0.3 "	—	0.8 "	4 "	7 "	0.4 "	—
Wheat Straw,	2,558 "	7.0 "	179 "	5 "	1.5 "	1. "	15. "	9 "	17 "	121. "	1.75 "
Oats,	975 "	4.0 "	39 "	6 "	0.4 "	0.2 "	12. "	3 "	5 "	21. "	0.6 "
Oat Straw,	1,176 "	5.1 "	60 "	1.5 "	2.5 "	3. "	5. "	15 "	17 "	24. "	1. "
Clover,	3,693 "	7.7 "	284 "	18 "	7. "	7. "	70. "	18 "	77 "	15. "	0.9 "
Peas,	915 "	3.1 "	28 "	8 "	1.2 "	0.3 "	3. "	3 "	10 "	0.6 "	—
Beans,	1,944 "	3.0 "	58 "	20 "	0.75 "	0.5 "	3. "	5 "	26 "	0.3 "	—

COMPOSITION OF A STABLE MANURE.

Fresh Manure.		Dried at 212°.		I. Soluble Ashes in Water. One Hundred parts of the Ash contained:		II. Soluble in Hydrochloric Acid.	
Water,	64.96	Carbon,	37.40	Potash,	3.22	Silica,	27.01
Organic Matter,	24.71	Hydrogen, ...	5.27	Soda,	2.73	Phosphate of Lime,	7.11
Ashes,	10.33	Oxygen,	25.51	Lime,	0.34	Do. Magnesia,	2.26
		Nitrogen,	1.76	Magnesia,	0.26	Do. Oxide of Iron,	4.68
		Ashes,	30.05	Sulphuric Acid,	3.27	Carbonate of Lime,	9.34
	100.00			Chlorine,	3.16	Do. Magnesia,	1.63
			100.00	Silica,	0.04	III. Insoluble Sand, &c.....	34.96

UREA.

Carbon,	20.0	Upon decomposition, Urea unites with water, and changes into Volatile Carbonate of Am- monia.
Hydrogen	6.6	
Oxygen,	46.7	
Nitrogen,	26.7	
	100.0	

MARL.

Carbonate of Lime,	L.	II.
Carbonate of Magnesia,	12.275	36.068
Potash,	0.975	1.106
Clay, Sand, Oxide of Iron,	0.087	0.163
Ammonia,	84.525	60.865
	0.004	0.057

The table exhibiting a comparative view of the composition of certain soils, as examples of long celebrated arable, pasture, and almost hopelessly barren lands, may serve many useful purposes in the hands of the teacher. When compared with the second table, illustrating the chemical composition of a few of the most important vegetables, the pupil is at once made aware of the circumstance, that generally, almost all the substances which exist in appreciable quantity in fertile soils, are also found to enter into the composition of plants; that the absence of those necessary elements is the chief cause of the *barrenness* of soils.

The mechanical condition of the arable and pasture lands is also in some measure indicated by the presence of a very large quantity of sand, the physical properties of which, as well as those of Alumina, are supposed to have been previously explained by the teacher.

In the second table we find the exact constitution of many necessary vegetables, which plainly indicates the necessity of the presence in the soil of the various substances therein named, not merely with reference to actual quantity, but more particularly with regard to their condition, and the capability of their being immediately assimilated by plants. We observe, for instance, in the analysis of a fertile arable soil, a very large amount of silica and siliceous sand.

The third table shows us that about one hundred and twenty-one pounds weight of silica is abstracted from one acre of land in the straw of a crop of wheat; it would appear that so small a quantity annually taken from an extent of surface containing perhaps many hundred tons of siliceous matter would for centuries exercise no perceptible influence upon the quantity of silica contained in the stalks of cerealia grown upon it; but such is far from being the case, a very few years of successive cropping is sufficient to render that family of plants too weak to sustain even their own weight. The explanation is in part obvious: the silica existing in the soil, is not, save in small quantities, in a fit state for assimilation by plants—recourse must therefore be had either to fallowing, for the purpose of allowing the land *time*, under the action of moisture, warmth, and atmospheric influences, to admit of the decomposition of the necessary quantity of the so-called silicates, or to certain special manures, such as lime or marl, in order to accelerate the decomposition of the necessary substances, and present them in a convenient form for immediate assimilation by plants.

The pupil is at once led to comprehend the necessity of a proper rotation of crops, and having been previously made aware of the circumstance, that soils were produced originally by the disintegration of rocks, a tabular analysis of a few of the substances which chiefly constitute rocks of igneous formation exhibit to him their composition, and the source of those elements he finds upon inspection of the table to enter largely into the constitution of plants. The decomposition of felspar and mica, &c., he will immediately remark as constituting the grand source of the potash, soda, magnesia, and oxide of iron, he observes to be present in large quantities in the stem, seed, leaves, and roots of most vegetables.

The chief points, therefore, of the theory of rotation of crops, once so mysterious, and which has given rise to many ingenious but now exploded fancies, of ploughing, and sub-soil ploughing, and of the various modes practised of

following the land, are thus rendered perfectly comprehensible to the most ordinary capacity.

The third table exhibits the actual amount of the various mineral substances taken from the soil by crops of different vegetables, upon portions of land of uniform extent. The successive annual abstractions of greater or less quantities of most necessary ingredients, strongly inculcate the necessity of restoring them to the soil in the form of stable manure, which the table containing an accurate analysis of that compound, particularly distinguishes as affording the most effectual means of returning the abstracted mineral substances to the soil, besides offering a large amount of organic food to plants, in the carbon, hydrogen, oxygen, and nitrogen, which it is shown to contain in large proportions. The pupil, bearing in mind the sources from which plants derive those organic elements which constitute nine-tenths of their weight, will discover upon inspection of the table containing the analysis of urea, the admirable adaptation of that substance as a source of organic food; and he will thus be persuaded of the great advantages to be attained, by effectually diverting as much as possible, of the usually neglected portion of stable refuse to its proper application.

The table exemplifying the composition of two kinds of marl, will serve to exhibit the nature of those substances which result from the decomposition of that compound, when exposed to the influence of the atmospheric air on the surface of the field, and its admirable effect upon certain soils, are likewise partially explained by a reference to its composition.

The foregoing observations will perhaps afford a sufficiently correct idea of the mode in which the important subject of Agricultural Chemistry may be adapted to the circumstances of Common School tuition. The advantages which arise from a constant reference to the preceding tables, and others of a similar character, is materially increased by the circumstance of their presenting, in a very convenient form, a means of giving instruction according to the simultaneous method, and of refreshing, without labour, the memory of the student from time to time.

The preliminary information, the comprehension of their contents implies, is of a character both interesting and useful in many walks of life, and sufficiently simple as to present no difficulty which may not be easily overcome by a little perseverance and industry on the part of those whose province it is to instruct, and the exercise of ordinary diligence and attention by the pupil.

THE PRINCE EDWARD DISTRICT SUPERINTENDENT'S REPORT OF COMMON SCHOOLS—1847.

*To the Worshipful the Warden and Municipal Council of the District
of Prince Edward.*

GENTLEMEN,—Herewith I have the honour to lay before you a statement of my account current with the District School Fund for the year 1847, with the accompanying vouchers; which I trust will be found satisfactory. You will perceive that there is a balance remaining on hand amounting to £81

17s. 4d. : this arises in part from some schools not having complied with the requirements of the law, and partly from the lateness of the period at which the District Assessment for schools was received from some of the Collectors.

During the past year a severe and protracted illness prevented me from devoting as much time to the inspection of schools as I would otherwise have done ; but I hope to be able to make up by an increased attention during the present.

Our schools, I am happy to be able to say, on the whole, are improving ; some of them are in a highly satisfactory condition, and would, I think, suffer nothing from a comparison with the schools of any District in the Province : and though the number of such schools at present is small, I confidently anticipate an increase, as their good effects in the neighbourhoods in which they are established, cannot fail to be seen by even the most unobserving.

Of the whole number of schools in the District kept open during the past year, 28 might be considered 1st class schools ; 40, 2nd class schools ; 29, 3rd class ; and the remainder of a class still lower. Of these 13 were kept open 12 months ; 8, 11 months ; 13, 10 months ; 17, 9 months ; 11, 8 months ; 15, 7 months ; 12, 6 months ; 3 under 6 months ; and the time the remaining schools were kept open was not reported.

The establishment of the Provincial Normal School is likely to be of great advantage to our District, as well as to the Province generally. Three or four of our young teachers attended during the first session, and several others are preparing to attend during the second, which will commence in a few days. But before the good effects of this institution can be fully realised, some hindrances that have for years obstructed the improvement of common schools must be removed.

One of these is, the smallness of school sections ; this Gentlemen, it is not in your power to remedy, as far as our District is concerned ; and though for a time it might be improper to make any great alterations in the present boundaries of our respective school sections, yet their enlargement would be a very great benefit, by enabling the people to support a better class of teachers, and and to keep open the school throughout the year, and by putting it out of the power of any one or two individuals in a school section to break up the school when they see fit. Indeed the many disadvantages incident to small school sections are so obvious to any person taking pains to examine the subject, that I need not occupy your time in pointing them out ; especially as I am convinced that you will resist every attempt to divide and lessen the sections now established.

Another is the parsimonious spirit exhibited in the remuneration of teachers : so long as this prevails, so long as the wages of the teacher are screwed down, far below those of any decent mechanic, so long will it be useless to expect a steady supply of qualified teachers. In vain may the Normal School send out supplies of competent and highly accomplished young men ; in vain may the Legislature and the Municipal Councils make liberal grants of money ; in vain may school visitors and superintendents raise the standard of qualification, so long as the people are indifferent about the acquirements of a teacher and anxious only concerning the amount of wages—so long shall we have poor teachers, and of necessity poor schools—so long will the talents of our children remain buried—so long will their time be wasted—so long will our sons grow

up unfitted to take that share in public life to which they are justly entitled—so long will our daughters grow up unfitted to exercise that beneficial influence on coming generations, which it is the province of women alone to exercise.

Allow me then, gentlemen, to urge you for the sake of our beautiful District, for the sake of its present welfare and future improvement, to use the influence you so deservedly possess in removing this error from the public mind.

I need not advert to other hindrances at present existing; such as irregular attendance of scholars, want of school books, uncomfortable school-houses, frequent changes of teachers, &c. &c. Nor need I point out the advantages derivable from the establishment of school libraries in connection with our common schools.

I have much pleasure in stating that the admirable series of Reading Books published by the Irish National Board are coming into extensive use in the District: wherever they have been introduced they have, I believe, given satisfaction. They are calculated to improve the heart as well as the mind; to render knowledge attractive to the scholar, and to facilitate the labour of the teacher. Many of the books, indeed, might be read with advantage by "children of a larger growth."

In conclusion, gentlemen, I wish to call your attention to another subject, viz: the *Journal of Education* for U. C., a monthly periodical which ought to be in the hands of every Board of Trustees, as well as of all school visitors. Throughout the District the people frequently labour under disadvantages from want of acquaintance with the school law, its requirements, &c. This Journal, worthy of the talents of its highly gifted Editor, being the medium of all official communications, is exactly fitted to supply such a want. Will you, therefore, allow me to suggest the propriety of supplying each School Section in the District with a copy at the public expense.

I have the honor to be,

Gentlemen,

Your most obedient servant,

THOMAS DONNELLY,

District Superintendent of C. S., P. E. D.

Bloomfield, May, 1848.

E R R A T A .

In the Report of the Rev. J. PADFIELD, Superintendent of Common Schools, Rathurs, District, published in the April No. of this Journal (pp. 116-119), we desire to make the following corrections:—Second paragraph, fifth line, for "confident," read *competent*; paragraph No. 1, twenty-eighth line, for "larger" read *longer*; paragraph, No. 8, third line, for "19s.," read 16s.; fourth line, for "Dalhousie," read *Bathurst*; and for "4d.; and" read 5d., (*Legislative Grant for 1847, and balances received from late Township Superintendents.*)

REPORT ON A SYSTEM OF PUBLIC ELEMENTARY EDUCATION FOR UPPER CANADA:

By Rev. EGERTON RYERSON, D. D., Chief Superintendent of Schools for Upper Canada. Printed by order of the Legislative Assembly. 1847.

We have read this report with much gratification. It is methodically arranged and well written, presenting a system of instruction matured by close observation and sound thought.

The Superintendent, after defining what is meant by education, proceeds to prove its importance as a preventive of pauperism and crime, and as a benefit to all the industrial pursuits of life. This established, he contends that the Provincial system of education should be universal and practical—that it should be founded in religion and morality, and that it should develop all the intellectual and physical powers. These points are ably presented by a variety of arguments and illustrations. The course of study suggested embraces the following branches:—Biblical History and Morality, Reading and Spelling, Writing, Arithmetic, Grammar, Geography, Linear Drawing, Vocal Music, History, Natural History, Natural Philosophy, Agriculture, Human Physiology, Civil Government, and Political Economy. In support of having each of these branches taught, we find many pertinent and useful remarks that indicate a high degree of competency and enlightened zeal for the great work of regenerating the Canadian School system.

Part *Second* relates to the machinery of the system, and evinces as much practical skill in the management of schools as part *First* does of correct sentiment on the subject of education and its importance. With this Report, of about 200 pages, we have also received a pamphlet, entitled “Remarks on the state of education in the Province of Canada; being a reprint of two articles which appeared in the *British American Journal of Medical and Physical Science*, for January and March, 1848;” and with the four first numbers of the *Journal of Education* for Upper Canada. From these valuable public documents we learn that a new educational spirit has been awakened in the Provinces, and that the most gratifying success attends the well-directed efforts now in progress to improve the means of education, and impress the importance of the subject upon the people. A Normal School has been established at Toronto under the most flattering auspices. The value of such an institution in Canada is greatly increased by the inhibitory laws in regard to Teachers and Text Books. The exclusion of American School Books is made, says the Superintendent, “not because they are foreign books simply, although it is patriotic to use our own in preference to foreign publications; but because they are, with very few exceptions, anti-British, in every sense of the word.”

The intercourse between the contiguous portions of this State and the Canadas, occasions considerable dissatisfaction among the masses on account of this provision, as well as that by which schools taught by American Teachers are not allowed to participate in the public fund. On this subject there will be an increasing public sentiment in favour of using the *best books*, and employing the *best Teachers*, whether of British or American origin. We hope, ere long, to see this restrictive feeling give place to a more generous and liberal policy. If the Normal School in Canada can supply the schools of this State with better Teachers than those educated in our own institutions, they

will find employment here. Our aim is to obtain the *best* Teachers and the best appliances, and such should be that of our neighbours in Canada. While we have found much in the report to commend, we cannot but express our regret that such a restrictive policy should have been adopted. It will prevent that zeal and energy of action necessary to success.

The discussion of this subject is becoming more general and more interesting. The people, if they will read, think and observe, cannot fail to see the necessity of removing every bar to the improvement of their schools, and of employing the best agencies for accomplishing the great objects of a school system. Cost what it may, the thorough education of the masses is the cheapest and wisest policy for any nation—not an education that fears and inhibits freedom of sentiment, because not communicated in its own national channels; but that firm reliance upon truth and its teachings which liberalizes mind while it directs it to correct action. We hope this exclusive system will soon give way to one that shall invite a pleasant and profitable intercourse between the teachers and friends of education in Canada and in this State.—*Official Monthly District School Journal for the State of New-York, June, 1848.*

DIFFERENCE IN THE MINDS OF CHILDREN.

FIRST IMPRESSIONS.

I have no doubt there are original differences in the minds of children; some have more natural fondness for study than others; some minds develop themselves in the most unfavourable circumstances; while others, with all the helps that can be afforded, make very slow progress.

We are not to conclude that those who are at first exceedingly dull, will never make great proficiency in learning. The examples are numerous of persons who were very unpromising in childhood, but were distinguished in manhood for their great acquirements.

Adam Clarke, L.L. D., was taught the alphabet with great difficulty. He was often chastised for his dulness; it was seriously feared by his parents that he never would learn; he was eight years old before he could spell words of three letters. He was distinguished for nothing but rolling large stones. At the age of eight, he was placed under a new Teacher, who, by the kindness of his manner, and by suitable encouragement, aroused the slumbering energies of his mind, and elicited a desire for improvement. It is well known that he became even more distinguished for his various and extensive acquirements, than he had ever been for rolling stones.

Isaac Barrow, D. D., for two or three years after he commenced going to school, was distinguished only for quarrelling, and rude sports. This seemed to be his ruling passion. His father considered his prospects for usefulness or respectability so dark, that he often said, if either child was to die, he hoped it would be Isaac. But Isaac afterwards became the pride of his father's family, and an honour to his country. He was appointed Master of Trinity College, at which time the King said, "he had given the office to the best scholar in England."

The Rev. Thos. Hallyburton, formerly Professor of Divinity at St. Andrews, had, until he was twelve years old, a great aversion to learning. I might mention many other examples to illustrate the same truth.

The emotions or passions of children are developed much sooner than their intellectual powers. They manifest desire and aversion before they exhibit a gleam of intellect. The developement of intellect will depend somewhat on the kind and strength of the passions that gain the ascendancy. If the love of animal pleasures become very strong in early life, the intellect may be compelled to expend its energy in devising means to gratify a sordid appetite.

There seems to be two classes of children, that make eminent scholars. The first exhibit in early childhood a fondness for some particular study, as Ferguson for practical mechanics, Newton for mathematical science, or West for the fine arts. The second class are those who afford no indications of genius in childhood; their love for the arts or sciences seems to be awakened by a happy train of circumstances, often at a late period in their lives. There are, no doubt, many minds that lie dormant, or are employed in mischief, for the want of proper culture, or on account of the adverse influences that are brought to bear upon them, when first ushered into the district school.

“ Full many a gem of purest ray serene
The dark, unfathomed caves of ocean bear;
Full many a flower is born to blush unseen,
And waste its sweetness on the desert air.”

The school-house is not generally the most inviting place that ever was to a little child. There is nothing about it, that is so interesting as to awaken a child's mind to new and nobler thoughts. It is often located in the highway, and frequently on the top of a hill, exposed to the fierce wintry blast, or in some low, sunken spot, where, in wet weather, it is inaccessible except by wading. The inside looks dreary to a child; there is usually nothing to attract attention, but naked walls stained with smoke, uncomfortable, rickety benches, carved by unskilful hands, a three-legged table, and a broken chair. Each child, on going to school, goes through with a fit of home-sickness, about as regularly as the young seaman does with a fit of sea-sickness. I have heard of a child, who endured it till nearly noon the first day, and absconded. He went home crying, and said he did not want to stay there, for they did not hang on any pot; another assigned as a reason for not wishing to go again, that there was no pantry; another child, on returning home, was asked what he did at school. “Nothing but sit on a bench and say A, B.” These facts show that the first impressions made upon children on entering a school-house are unfavourable to their success in learning.

It is my opinion that the fondness of children for study, and the rapidity of their mental acquisitions, depend, in part, upon the manner in which they are first instructed. At the age of three or four years, children are placed in school, and commence with learning the alphabet. They are usually seated on the most uncomfortable seats in the school-room, and required to observe perfect silence. This is entirely contrary to the habits and inclinations of children. The dullness of the scene is varied only by being called into the floor, two or three times each day, to repeat the names of the letters. Of all this they cannot be expected to know the use, and, if told, it is difficult to make them feel that the benefit will ever compensate for the present inconvenience.

It is a duty, binding upon every school-teacher, to devise or use such a mode of teaching as shall interest little children. He should enter the school-room feeling that the future history of the children committed to his care, will depend very much upon the manner in which they are now taught. If the exercises of the school are so conducted that the child becomes interested, he will be likely to make great acquisitions in knowledge, and be more extensively useful. If the exercises of the school are dull and tedious, the child will go to school with reluctance, acquire a disrelish for books, grow up in comparative ignorance, and be less extensively useful.

How important then that Teachers feel the necessity of beginning aright, and of bending the twig as it ought to be inclined.

It is not uncommon for children to attend school three, or even six months, before they can name the letters of the alphabet. Little children, before they are one and a half years old, before they can speak five words so as to be understood, generally know the names of the members of the family, of the articles of furniture in the room, the names of various domestic animals, and of parts of the body. If a little child, without the labour of being taught, learns so many names, it would seem that one four years old ought to be able to call the names of twenty-five letters in less than three months. An intelligent child three years old, put into a family with twenty-five children, will learn the names of all in one day so perfectly as to retain them in memory. I will not ask whether little children cannot learn the names of all the letters in one day; but if the requisite pains were taken they can learn them in one week.—*The Teacher Taught.*

SHORT SELECTIONS FROM EUROPEAN AUTHORS.

Effects of a Neglected, or Improper Education.—Where education has been entirely neglected or improperly managed, we see the worst passions ruling with uncontrolled and incessant sway. Good sense degenerates into craft, and anger rankles into malignity. Restraint, which is thought most salutary, comes too late, and the most judicious admonitions are urged in vain.—*Parr's Discourse on Education.*

The Value of Time.—The proverbial oracles of our parsimonious ancestors have informed us, that the fatal waste of fortune is by small expenses, by the profusion of sums too little, singly to alarm our caution, and which we never suffer ourselves to consider together. Of the same kind is the prodigality of life; he that hopes to look back hereafter with satisfaction upon past years, must learn to know the present value of single minutes, and endeavour to let no particle of time fall useless to the ground.

An Italian philosopher expressed in his motto, that time was his estate: an estate indeed, that will produce nothing without cultivation, but will always abundantly repay the labours of industry, and satisfy the most extensive desires, if no part of it be suffered to lie waste by negligence, to be over-run by noxious plants, or laid out for show rather than for use.—*Johnson.*

Advice to Instructors of Youth.—The preceptors of youth, of either sex, ought, however, to be again and again admonished of the importance of the task which they have undertaken, and also of its difficulty. It is their duty to be patient with the dull, and steady with the froward—to encourage the timid, and repress the insolent—fully to employ the minds of their pupil, without overburdening them—to awaken their fear, without exciting their dislike—to communicate the store of knowledge according to the capacity of the learner, and to enforce obedience by the strictness of discipline. Above all, it is their bounden duty to be ever on the watch, and to check the first beginning of vice. For valuable as knowledge may be, virtue is infinitely more valuable; and worse than useless are those mental accomplishments, which are accompanied by depravity of heart.—*Shepherd and Joyce's Systematic Education.*

Man a Compound of Habits.—In one sense, indeed, and that a very important one, the process of education is perpetually going forward. Man, regarded as a moral agent, and an accountable being; is a compound of habits. According as his habits are good or bad, he is to be esteemed and qualified as virtuous or vicious. Now, it is a matter of common observation, that the habits of an individual are generally formed in consequence of the precepts with which he is imbued—and in a much greater degree, in consequence of the examples which are presented for his imitation. Whosoever, therefore, is under the influence either of the conduct, or of the principles of others (and who is not under such influence?) may be justly said to be so far educated by them to moral good or ill. Much is it to be wished, that those who are interested in the welfare of youth, would attend to this most important maxim. It would preserve them from many pernicious errors, and would convince them of the folly of entertaining unreasonable and inconsistent expectations.—*Shepherd and Joyce's Systematic Education.*

Excellencies of Knowledge.—There are in knowledge these two excellencies; first, that it offers to every man, the most selfish and the most exalted, his peculiar inducement to good. It says to the former, "Serve mankind, and you serve yourself;" to the latter, "In choosing the best means to secure your own happiness, you will have the sublime inducement of promoting the happiness of mankind." The second excellence of knowledge is that even the selfish man, when he has once begun to love virtue from little motives, loses the motives as he increases the love, and at last worships the deity, where before he only coveted the gold upon its altar.—*E. L. Bulwer.*

Education.—Education and instruction are the means, the one by use, the other by precept, to make our natural faculty of reason both the better and the sooner to judge rightly between truth and error, good and evil.—*Hooker.*

Education of the Young.—Children are possessed of powers and affections which are in process of time to be drawn into action; upon the right use of which depends their happiness or their misery, and in the cultivation of which, therefore, they are assisted at a time when they cannot look forward either to the end for which they are to act, or to the connexion of that end, with the means that are now taking to enable them to act well.—*White's Bampton Lectures.*

Influence of Education.—It is an undoubted fact that the mind of man is influenced by the mode of government, and certain it is that the Greeks with their independence, lost their superior vigour of genius.—*Anon.*

Real Knowledge.—There is no difference between knowledge and temperance ; for he who knows what is good and embraces it, who knows what is bad and avoids it, is learned and temperate. But they who know very well what ought to be done, and yet do quite otherwise, are ignorant and stupid.—*Socrates.*

Materials for the Memory.—Orations, fables, and passages of poetry, are not materials for the memory ; they injure instead of helping the power of invention ; but every fact and circumstance which is to be known in the natural world, is a proper article for the memory ; and reason or imagination may make use of it, according to the genius or purpose of the possessor.—*Williams on Education.*

Education Moulds and Elevates the Character.—Those are truly well bred, not only whose understandings and discerning faculties are improved and enlarged, but especially whose natural rudeness and stubbornness is broken, and wild and unruly passions tamed ; whose affections and desires are made governable and orderly ; who are become manageable and flexible, calm and tractable, willing to endure restraints, and to live according to the best rules. By good education we are, as it were, *made over again*, the roughness of our natural tempers is filed off, and all their defects supplied ; and by prudent discipline, good example, and wise counsel, our manners are so formed, that, by the benefit of an happy education, we come almost as much to excel other men, as they do the brute beasts that have no understanding.—*Dr. Calamy's Sermons.*

Business of Education.—It was an observation of Dr. Johnson, that the business of education had long been as well understood as ever it could be.

Now, we are disposed to think that the very reverse of this position would be something nearer the truth, and that there is, in fact no business in the world that has been carried on so long that is so ill understood ; over which the experience of ages has done so little towards any improvement in our practice. In other things we know that we have advanced—in arts, in science, in learning, in war, in policy—but it is a proof that our education is wrong when it can be put as a question. Whether the moral progress of mankind has kept pace with their intellectual ? The very question, we say, implies whenever it is asked, and however it may be answered, that our aim is a wrong one,—that we make the intellect rather than the heart the object of our care ; and of a truth, is it not so ?—*London University Magazine.*

True Virtue.—Whatever tends to the perfection of the mind and that leads it to the felicity suitable to its nature, is truly virtue, and the law of philosophy ; and all things that tend only to a certain human decency are only shadows of virtue that hunt after popular applause, and whose utmost care is to appear virtuous to the world.—*Hierocles.*

SHORT SELECTIONS FROM AMERICAN AUTHORS.

The Kind of Schools which the Country wants.—In the education of our children we should be content with nothing short of the highest practicable excellence. We should not judge of what they now require, by what we, in less favoured days, received ; but give them the very best the times can possibly afford, or our resources command. On this vitally-important subject of Common School education, there should be no blinding self-complacency in view of what is, but a continual openness to new light, a readiness to take advantage of others' wisdom and experience ; to adopt those improvements which the great minds that are so devotedly at work in this cause shall from time to time suggest, or which shall have been fully tested by practical results. We want for our children that education which is demanded alike by the mind itself, and by the circumstances of the age and land in which they live : demanded for the duties and responsibilities which await them at the threshold of maturity, and press upon them from that time forth through life. We want schools that shall, in literal truth, *educate* the individual ; that shall draw forth into self-sustaining life and activity the mental and moral powers ; that shall not only furnish the mind with useful knowledge, but awaken it to independent thought ; not only instruct in fundamental principles, but impart a readiness in their application to the condition and exigences of actual life ; that shall not only lead the scholar through a prescribed course of studies in which memory may be the chief, if not the only, faculty exercised, but shall give an intelligent apprehension of the subjects studied, and comprehensive views and living ideas ; that shall train to habits of investigation, of discrimination and reflection, and to an ability to express, clearly and forcibly, by speech or pen, the mind's ideas and conclusions. We want schools that shall regard with deepest reverence the *moral sentiments*, and seek, as the one great end of all instruction, their culture and expansion ; where, at least, moral interests shall never be subordinated and sacrificed to intellectual advancement ; where appeals shall never be made to mean and ignoble, but always to generous and lofty motives ; where the goal of pursuit shall be no showy appearance, to meet an immediate end, but solid attainment, for its own great worth. We want schools where the discipline shall be *parental* in its character,—free from all harshness and asperity, from every shade and tinge of vindictiveness and passion ; securing its ends by no offensive show of authority, but through the elevating, genial influence of goodness and love ; where teacher and pupils shall work together in mutual friendliness and good will, as one united, affectionate and happy family.

Two Essentials of good Common Schools.—To carry out the design of our Common School system two things are necessary ;—1. We must have teachers who are themselves not only outwardly moral, but who are also capable of illustrating, and impressing upon their pupils, those general principles of virtue required by the statute. And 2, parents must inculcate the same principles at home, and be willing that teachers should spend some time in the school in the performance of the same high-duty. The teacher is not to introduce anything of a sectarian character, but to inspire his pupils with a love of moral excel-

lence, with those principles which, when acted out, make the best children and the happiest families—which make the truly honest and obliging neighbour, the disinterested, public spirited, and patriotic citizen—principles which every man must approve as honourable, and lovely, and of good report. And what, fellow-citizens, can promise better for your town, or for your neighbourhood; or what can make your fireside circles more happy, than to see your children with enlightened and quickened minds, in the possession also of those moral virtues which give the finishing stroke to education and are the glory of man?

Influence of Suitable Libraries.—Books adapted to the understanding of the young furnish profitable subjects for conversation and reflection, afford pure and chaste language for the expression of their thoughts, and would serve to elevate their minds above the disorganizing and petty strifes of seeing who should rule in school,—the master or scholars. The mind of man and child is so constituted, is of such a nature, that it is constantly drinking in, and appropriating to its use either for good or evil, whatever comes within its reach. Surround it with good principles, nourish it with wholesome, with moral and scientific food, and it will exhibit the products of such nourishment. But feed it with low and debasing thoughts, schemes and plans, and the legitimate fruit of such food will certainly show itself in the conduct and character of the future life.

Your committee consider the establishment of school libraries as one of the best provisions ever made for the improvement of the young. The books are much read, and their interesting and instructive character is too well known to need any comment; here the children of the poor and the rich are alike privileged, and will learn much that is useful and important to fit them for the active duties of life. For this they will honour the hand that bestowed it, and reward its liberality with their gratitude.

Proofs of a badly governed School.—Intimately connected with the no-government principle, is that of destructiveness. The existence of the former is indicated by marks of the latter. Where you see the shingles and boards torn from the walls of the schoolhouse, the door-panels shattered, the windows broken, the outhouse half demolished and loaded with stones, there is actual demonstration of the reign of anarchy and the subversion of family government. You need not enter the house, to witness the broken desks, the rocking seats, the mangled ceiling and defaced walls, in order to ascertain whether the teacher is allowed to govern the school. The dominant spirit of the district is written on the things without proclaiming to all who pass by, "Here ungoverned children bear rule, and parents submit to the commands of their illustrious progeny." "Here we disregard the council of Solomon, and, in our new patent wisdom, spare the rod."

Virtuous Education and Freedom.—An educated and virtuous people will be a free people. You may as well confine *Ætna* with bands of iron as subject them to a life of bondage, whether under one or many despots.

MISCELLANEOUS.

A Mother's Power and Responsibility.—Napoleon once said, 'The future destiny of the child is always the work of the mother.' "That this is true in most cases, (remarks the *Lawrence (Mass.) Messenger*) few will be inclined to deny. The character of those celebrated men who have so entirely won the hearts of their countrymen by their integrity of principle and noble patriotism, was formed at the fireside at home. These lessons were instilled into the young mind, and impressions made on the young heart, that the experience of a life-time would never obviate. It was those impressions which gave the heart strength to resist in the hours of temptation, and a never-failing courage in the many trial-hours that mark our pathway through this world of changes."

How to Reform a Bad Boy.—A young lady of my acquaintance, who had charge of one of the departments in a boys' school, in a neighbouring city, states, that a lady came to her school one morning with her son, about twelve years of age, who "had been suspended from every other school in that section of the city, for truancy and other bad conduct." The mother said to her, "He is a very bad boy. His father and I have whipped him and whipped him, but it does do good. You will be obliged to punish him, he is so very bad." The young lady, immediately after the mother left the school-room, said to the boy, in a very kind and affectionate manner, (she was a cheerful and pleasant young lady,) "Charles, I wish you to go to Mr. —'s, in — street, and take a letter for me; and, as a matter of some importance to me, I wish you to go and return as soon as you can, without injury to yourself, and bring me an answer." The boy then, said the young lady, "raised his head, (which up to that time, had been dropped down,) and smiled. He took the letter, and judging from the time he was absent, and from his appearance when he returned, he must

have run all the way there and back. I complimented him," said the young lady, "for the promptness, expressed fears that he had injured himself in consequence of running so fast, and thanked him for his kindness in going for me; with all of which he seemed highly pleased. I then gave him a seat in a class, and for several days requested him to do errands for me; and," she concludes, "I never had a better boy in school than Charles was, during the eighteen months which he attended my school." This boy had most probably never received any encouragement to do well before.—*Lyman Cobb.*—*Com. School Journal.*

Effect of Free Schools on the value of Property.—At a meeting of the "North Western Educational Society," held at Milwaukee, on the 21st of July last, the President of the Society, Wm. B. Ogden, Esq., in some closing remarks, on leaving the chair, stated that he was entrusted with the sale and disposal of numerous lots in the city of Chicago, belonging to non-residents, and he found that he sold hundreds of lots more, and fifty per cent. higher, than he otherwise would have done, were it not for the existence of the Chicago Free Schools.

Mr. Kennedy said, that Common Schools as far excelled all other kinds of schools, as common sense was better than any other kind of sense; or, he would add, as common people were better than any other kind of people.

The best Estate.—"A parent may leave an estate to his son; but how soon may it be mortgaged! He may leave him money, but how soon it may be squandered! Better leave him a sound constitution, habits of industry, an unblemished reputation, a good education, and an inward abhorrence of vice in any shape or form; for these cannot be wrested from him, and are better than thousands of gold and silver."

EDITORIAL DEPARTMENT.

APPEAL TO THE PUBLIC IN BEHALF OF THE JOURNAL OF EDUCATION.

Six numbers of the *Journal of Education* having been issued, the Public are now sufficiently apprised of its character and objects ; and it now remains for all friendly to those objects to say, whether the undertaking shall entail a heavy pecuniary loss in addition to imposing much mental labour upon the conductors of it.

It is the first undertaking of the kind in Upper Canada to diffuse useful information on Educational subjects. The labour of the conductors of the *Journal of Education* is purely voluntary and gratuitous. Every shilling of subscription which has been, or may be received, has been and will be expended to defray the mechanical expenses of the work. Those expenses very considerably exceed the amount of subscriptions received. Without a greatly increased subscription, the issuing of each number inflicts a serious loss upon the Editors, in addition to their personal labours. At whatever sacrifice, however, and under any circumstances, their engagements with the public will be honorably fulfilled in continuing the publication through the year. At the close of the volume a copious alphabetical Index to the subjects of it will be furnished ; so that it may serve as a convenient manual of reference on all the principal subjects of popular education, as applicable both to Canada and other countries.

Of the numerous Educational Periodicals which have been issued in the neighbouring United States, scarcely one has survived for any considerable time which has not received more or less of Legislative aid. The *District School Journal for the State of New-York* has been aided by a subscription from the Legislature to the amount of \$2,800 per annum, for several years. The Legislature subscribes a sufficient sum to supply every School Section throughout the whole State with a copy. Aware that there was but one instance in America, and none in England, as far as we know, of a purely Educational Journal having been sustained by individual subscription for any length of time, we ventured not upon assuming the liability of such an undertaking without the precaution of consulting the friends of Education at public meetings, and in private intercourse, in the several Districts of Upper Canada. On these occasions feelings were expressed, and assurances of co-operation given which appeared ample to warrant and encourage the undertaking. With two or three noble exceptions, we regret to be compelled to say, the promised co-operation has fallen very far short of what we had been led to expect.

A sufficiently large edition of the *Journal of Education* has been printed, to enable us to supply some hundreds of additional subscribers with copies from the commencement; and we put it to the readers of this *Journal*, and especially to School Superintendents, Visitors, Teachers and Trustees, whether they will not make an effort to extend its circulation? It is submitted whether *five shillings* can be more profitably applied than in procuring for one year a publication exclusively devoted to the all-important, but little understood and less appreciated subject of popular education? It is also suggested whether a Teacher who takes and circulates a copy of this *Journal* among his employers will not, (in addition to the information which he himself may derive from its perusal,) receive in return, in the course of the year, much more than the amount of his subscription in the increased support given to his school?

We have hitherto abstained from any remarks on this subject; but after the existence of the *Journal of Education* for six months, and the testimonials of approval which we have received from various quarters, we feel warranted in making the present appeal. The documents and expositions necessary to unfold a general system of public instruction having been given, we trust the subsequent numbers will be much more varied and directly practical than the earlier numbers.

To show how difficult experience has shown it to be to sustain an Educational *Journal*, and the necessity of extensive and active co-operation to do so, we will insert a summary account of the several School *Journals* which have been issued in the United States. The following account is taken from the last School Report of the State School Commissioner BARNARD, to whose noble and patriotic exertions the States of Connecticut and Rhode Island are indebted for an improved and admirable system of Common Schools:—

The American Journal of Education, Boston. Published monthly in numbers of sixty-four pages, octavo. Commenced in 1826, and merged in the *Annals of Education* in 1831. The set consists of five volumes.

American Annals of Education and Instruction, Boston. Commenced in 1831, and discontinued at the close of 1839.—The set embraces nine volumes. It was edited at different periods by William Russell, W. C. Woodbridge, Dr. Alcott, and other able writers on Education.

The above works were the able pioneers in the cause of Educational improvement. Nearly all of that has been accomplished within the last fifteen years, was first suggested through the columns of the *Journal*

and *Annals of Education*. The above fourteen volumes constitute now a valuable series, which all who are interested in school improvement, can read with great advantage to themselves.

The Schoolmaster and Advocate of Education, published by W. Marshall & Co., Philadelphia, and edited by J. Frost.—Commenced in January, 1836, and discontinued at the close of the year.

The Monthly Journal of Education, Philadelphia, 1835, edited by E. C. Wines. Commenced January, 1835, and was discontinued in the course of the year.

The Common School Assistant, Albany and New-York, edited by J. Orville Taylor. Commenced in 1836, and discontinued in 1840.

This cheap periodical was widely and powerfully instrumental in waking up a lively interest in the subject of common school improvement.

The Educator, Easton, Pennsylvania, edited by Robert Cunningham; then a Professor in Lafayette College, Easton, and now the Principal or Rector of the Normal School of Glasgow, Scotland.

Prof. Cunningham came to this country with the view of establishing a Normal School on a liberal scale, but he found after years of trial, that his views were greatly in advance of public opinion and liberality on this subject.

The Educator was commenced in April, and discontinued in August, 1839.

The Ohio Common School Director, Columbus, Ohio, published by authority of the General Assembly of Ohio, and edited by Samuel Lewis, Superintendent of Common Schools.

The Director was commenced in March, 1838, and was discontinued in Nov., 1838.

It was the first periodical established under the State authority, and was highly useful in organizing the new system of Common Schools established in the winter of 1838.

The Michigan Journal of Education Detroit, Michigan, edited by John D. Pierce, Superintendent of Public Instruction. Commenced in March, 1838, and discontinued in February, 1840.

The District School Journal for the State of New-York, is published monthly under the patronage of the State, at Albany, and edited by Francis Dwight, Superintendent of Common Schools for the County of Albany.

This Journal was commenced by Mr. Dwight, at Geneva, in March, 1840, the Superintendent of Common Schools subscribed for a sufficient number of copies (ten thousand and eight hundred) to supply each organized School District in the State, and made it his official organ of communication with the officers and inhabitants of the several districts. The publication office was removed from Geneva to Albany in June, 1841, where it is now printed by C. Van Benthuyssen.

The Connecticut Common School Journal, Hartford, Connecticut, published under the direction of the Board of Commissioners of Common Schools, and edited by Henry Barnard, Secretary of the Board.

This Journal was commenced in Aug., 1838, and discontinued in September, 1842.

The Common School Journal is published semi-monthly by Fowle & Capen, 184 Washington-street, Boston, and edited by Horace Mann, Secretary of the Board of Education for Massachusetts. Price \$1, payable in advance. Each number contains sixteen pages octavo.

This Journal was commenced in Nov., 1838, and embraces all the official documents of the Board of Education, and their Secretary.

Illinois Common School Advocate, Springfield, Illinois. Commenced May, 1841, and discontinued with the sixth number.

The Teacher's Advocate. E. Cooper, editor, and L. W. Hall, publisher, Syracuse, New-York. Price \$2 per annum.

The Advocate was started under the auspices of the State Convention of Teachers, in September, 1845, and is issued weekly.

ANSWERS TO INQUIRIES RESPECTING CERTAIN PROVISIONS OF THE COMMON SCHOOL ACT.

It may be useful to insert in the columns of this Journal the substance of answers which have been given in reply to complaints and inquiries respecting certain provisions of the School Act.

Question 1. To whom appertains the power of fixing the location of School-houses?

Answer. It depends upon the manner in which the means are provided for building them. The tenth Section of the Act authorises two modes of providing the means for the erection of School-houses; the one by voluntary subscription, the other by District Council assessment. When the inhabitants of a School Section adopt voluntary means to purchase or erect a School-house, they must determine the place of its location; they can do so by vote of a public meeting or in any other way they may think proper. But when the District Council provides the means by assessment for the erection of a School-house, it should prescribe where the money collected by its authority should be expended. The two modes authorised by law to erect School-houses, naturally suggest the two modes of determining their location.

Question 2. In a Section where there are two School-houses, or where a dispute arises as to the location of a School-house in which the Section School should be kept, who should decide?

Answer. The Municipal Council of the District concerned should decide on all such cases. The Council is authorised to organize School Sections; and no Section is completely organized without having the locality of the School-house determined. The Council is the most competent tribunal to decide such cases; and the Chief Superintendent of Schools has in all cases, decided that the School Fund apportioned to any Section ought not to be paid to the order of Trustees who should keep the School in a house against the decision of their Municipal Council.

Question 3. In what way is a Municipal Council authorised to form or alter School-sections?

Answer. In any manner such Council may judge best. The provision of the law is purposely general and indefinite; it authorises the act, but leaves the mode of performing it to the discretion of each Council, as circumstances may suggest. In prescribing, defining, or altering the boundaries of the School Sections of a Township, it might be advisable in most cases for the Council to appoint a Committee consisting of the Councillor or Councillors of such Township, and one or two other persons to prepare a plan of the contemplated Sections, with a proper description of them—the Council ratifying the recommendation of such Committee. The appointment of such local Committee might be desirable in any dispute as to the locality of a School-house. It might also be beneficial for each Council to lay down some general rule as the minimum and maximum extent of School Sections, in harmony with which its subsequent decisions and the recommendations of its Committees should be made. But on all these points each Council will, of course, exercise its own discretion.

Question 4. Have Trustees authority to levy by distress and sale of goods

and chattels of persons who refuse to pay the School-rate bill authorised by the Act, or is a Magistrate's warrant necessary for this purpose ?

Answer. The *fifth* and *sixth* divisions of the 27th section of the Act authorise the Trustees of each School-section to levy and fix the amount of School-rate bills ; and the *seventh* division of the same section authorises them "in default of payment of any person so rated, to levy the amount by distress and sale of goods and chattels of the person or persons so making default." The form of a Trustees' warrant to the Collector, as provided in the printed *Forms and Regulations*, ch. 3, section 8, has been prepared in harmony with this express provision of the Act ; and provided with this warrant, the Collector of School-rate bills has the same authority and should proceed in the same manner as a Collector of a District Tax would proceed under the authority of a Magistrate's warrant. The design of the School Act is to enable Trustees to perform all the duties essential to support their School and fulfil their engagements without the expense, or delay, or uncertainty arising from dependence upon a Magistrate ; nor does the Act give a Magistrate any authority to issue a warrant for the collection of a School-rate bill. The Act also authorises Trustees to resort to voluntary subscription to raise the Teacher's salary, or repair and furnish a School-house, if they prefer such a method to the imposition of a Rate-bill, and then empowers them to collect the subscription just as promptly and in the same manner as if the same amount had been imposed by Rate-bill.

Should the Trustees neglect in any case to collect a Rate-bill or subscription at the time of its becoming due, they do not thereby lose the power of doing so at any subsequent period. But the efficiency of the School system, no less than the comfort of Trustees and the Teachers, depends upon the promptness and punctuality with which all financial obligations are fulfilled from quarter to quarter.

Twelve Free Schools in the Niagara District have been established by the Municipal Council on the application of Trustees. We have been informed that in one of them the School closed upon the Rate-bill system with 18 pupils ; after a week's vacation, the same School was opened upon the Free System with 49 pupils.

Encouragement to attendance at the Normal School.—The *Boston Common School Journal* says, "Normal Teachers are obtaining higher wages than have ever before been given."

SCHOOL RELATIONS BETWEEN UPPER CANADA AND THE UNITED STATES.

In the preceding (175 and 176) pages of this number of the *Journal of Education* will be found some remarks of the Official Common School Journal for the State of New-York, on the *Report of a System of Public Instruction for Upper Canada*, and the exclusion of American School Books and Teachers from our Schools. In respect to the exclusion of Alien Teachers from our Schools, the Chief Superintendent, in his *Special Report* of June 1847, remarked as follows :—

“I think that less evil arises from the employment of American Teachers, than from the use of American School Books. Some unquestionable friends of British Government, and deeply interested in the cause of popular education, represent that the clause of the Act not allowing legal certificates of qualification as Teachers to Aliens, operates, in some places, injuriously to the interests of Common Schools, as Aliens are the best Teachers that can be procured in those places. The provision exhibiting the qualification of Aliens as Common School Teachers constituted the 37th Section of the School Act of 1843; but as it did not take effect until 1846, it has been erroneously identified

with the present Act in contradistinction to the late Act. Trustees and parents can employ Aliens or whom they please as Teachers; but both the late and present School Act confine the expenditure of the School Fund to the remuneration of Teachers possessing legal certificates of qualification. Whatever may be thought of the wisdom or expediency of the clause restricting legal certificates of qualification to natural-born or naturalized British subjects in the first instance, I believe the public sentiment is against its repeal, and in favour of having the youth of the country taught by our fellow-subjects, as well as out of our own books.”—(pp. 15, 16.)

From all the information that we have received, we are not less doubtful of the expediency of this alien clause of the School Act than we were twelve months ago. But it is worthy of remark, that a Canadian Teacher cannot look for employment in the Common Schools of the United States. We have been informed of Canadian applicants having been rejected upon the ground of their being *British* subjects, and that this was the general rule in the State of New-York. The Canadians are therefore not less national on this subject than our American neighbours. The reciprocity desired by the New-York *District School Journal* would certainly be more honourable to both countries.

As to the indiscriminate use of American School Books in our Schools, the reasons for the law against it are given in the *Special Report* above referred to, in immediate connection with the sentence quoted by our American contemporary. We should have been glad to have been favoured with his answer to them. They are as follows :—

“In regard to the exclusion of American Books from our Schools, I have explained, as I have had opportunity, that it is not be-

cause they are foreign books simply that they are excluded, although it is patriotic to use our own in preference to foreign

publications; but because they are, with very few exceptions, anti-British, in every sense of the word.

"They are unlike the School Books of any other enlightened people, so far as I have the means of knowing. The School Books of Germany, France, and Great Britain, contain nothing hostile to the institutions or derogatory to the character of any other nation. I know not of a single English School Book in which there is an allusion to the United States not calculated to excite a feeling of respect for their inhabitants and government. Is it not so with American School Books. With very few exceptions, they abound in statements

and allusions prejudicial to the institutions and character of the British nation. It may be said that such statements and allusions are 'few and far between,' and exert no injurious influence upon the minds of children and their parents. But surely no School Book would be tolerated which should contain statements and allusions 'few and far between,' against the character and institutions of our common Christianity. And why should books be authorised or used in our Schools inveighing against the character and institutions of our common country?"—(*"Special Report," &c., pp. 14, 15.*)

Would the Conductor of the *District School Journal*, or his government, encourage or allow the use of Foreign Books in the Common Schools of the State of New-York, which reflected upon the Institutions and character of the American people? Would they patronise School-books which contained paragraphs, lessons, and orations, denouncing the government of the United States as a tyranny, its people as tyrants or slaves, its institutions as incompatible with human freedom? We are sure they would not. We are satisfied that the most enlightened Educationists in the United States will say that their Institutions do not require the support of this peculiarity in their School-books, and the removal of it will be honourable to themselves, and terminate the objection to the use of their books in the schools of other countries.

To show that the Board of Education for Upper Canada are not actuated by any narrow views on this subject, we may remark that the only American *School Geography*—Morse's—which has been written in a truly enlightened and liberal spirit, has been sanctioned and recommended to be used in Schools in Upper Canada.

When we advance a step farther in our School System, by providing for the establishment of Common School Libraries in Upper Canada, we doubt not but our Board of Education will readily adopt and recommend perhaps nineteen-twentieths of the admirable and cheap publications which constitute the Common School Libraries of the States of Massachusetts and New-York. Many of those publications are reprints of English books, or Translations from the French and German, and are as suitable to Canada as to the United States; as also many works written or compiled by American authors.

We acknowledge our great obligations to our American neighbours for their excellent System of Popular Education, of which our own is but an off-shoot. We have availed ourselves of their School experience and improvements, and hope to continue to do so; although we fear some of our Cities and Towns

may prove to be too far behind the age to profit at present by the noble example of the patriotic system of free Schools, which are regarded as a matter of course and an essential attribute of civilization in their Cities and Towns, where the whole population feel guilty and disgraced by the neglected ignorance of any one class, and where the means of a good English Education are regarded as the birth-right of every citizen.

We cordially reciprocate the courteous sentiments and friendly feelings of our able American fellow-labourer in the work of public instruction ; and we hope the only future rivalry between the two countries will be that of educating, elevating, and promoting the happiness of all classes of their respective populations, and blessing mankind by the example of their virtues and the exercise of their charities.

Free School System in the State of Massachusetts.—Governor Briggs concludes his Message, at the opening of the State Legislature in January last, in the following emphatic words :—

“ Before a Chief Magistrate of Massachusetts, standing in this high place, and addressing the assembled Representatives of the people, will propose to withdraw from the children of the poor the means of a Common School education, Plymouth

Rock and Bunker Hill must sink into the ocean, and the names of those illustrious and good men who laid deep in our hard soil the foundation of *Free Schools*, must be blotted from the records of history.”

We believe the citizens of Boston and the inhabitants of Massachusetts are not “ *paupers* ;” but that they will advantageously compare with the opponents of *Free Schools* in other cities and countries. Whether the testimony of Governor Briggs and the experience and civilization of New-England, or the assertion of persons who have never examined the subject, are entitled to most respect on this subject, any reader can decide for himself. The principles of righteousness, the spirit of patriotism, and the lessons of experience, will ultimately prevail ; and the poor man, and the labouring man will not always be neglected and despised. Notwithstanding what has occurred, we are credibly informed that the attendance of children at the Common Schools in the City of Toronto is one-third larger than it was last year. In the Town of Belleville, we have been informed, the number of children attending the Common Schools last year was 170 ; this year it exceeds 350. Facts are a better test of a system than declamation.

The unavoidable absence of the principal Editor has delayed the publication of this number of the *Journal* for a few days.

PAMPHLETS RECEIVED.

We beg to acknowledge the receipt of the following pamphlets :—

Minutes of the Home District Council ; January, 1848.

Journal of the Proceedings of the Municipal Council of the District of Gore ; February, 1848.

Rapport de M. le Surintendant de l'Education du Bas Canada pour l'année Scolaire, 1846-7.

ACKNOWLEDGMENTS—To 17th June, inclusive.

Supt. Niagara District, rem. for 180 copies *March* No.—Supt. Bathurst District, rem. and subs.—Supt. Simcoe District, rem. and subs.—Clerk Wellington District, rem. and subs.—Supt. Newcastle District, (many thanks)—Rem. from Levi Lewis, Esq., Jacob Brouse, Esq.; Messrs. Russell, W. Hatton, W. H. White, J. Middleton, T. Milne, A. McAuley, J. Flett, A. Weldon; Rev. Geo. Kennedy, Rev. J. Williams. Back numbers supplied.

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FOR

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Vol. I.

TORONTO, JULY, 1848.

No. 7.

OBLIGATIONS OF EDUCATED MEN.

An Address delivered before the Senate and Students of Victoria College, May 2nd, 1848, by the Chief Superintendent of Schools for Upper Canada.

(CONCLUDED.)

II. Our second illustration of the *Obligations of Educated Men*, is derived from their relation to the coming generation—they are its guardians and mentors, and should impress upon it the characteristics of virtue and patriotism. The successive generations of men are connected with each other by moral and civil, as well as natural laws. Revelation teaches the first; legislative decrees and statutes, the second; the impulses of parental and filial affection, the third. But there is no such thing as hereditary education. By mere physical accident and statute-laws, a child may succeed to parental titles and wealth; but he succeeds not in the same way to parental morals and knowledge. Education is an affair of each individual mind, and is the work of each generation. Some of the finest literary productions of ancient Greece and Rome have, indeed, come down to us, and the discoveries and inventions and institutions and writings of past ages have been transmitted to the present age; but no man is born with the knowledge of them. NEWTON was born as ignorant of mathematics as though PYTHAGORAS and DESCARTES had never lived; and LA PLACE was born none the wiser on account of the discoveries of KEPLER and NEWTON. The knowledge and skill possessed by the men of the present age are the *fruit of labour*, and not the *inheritance of descent*. So the race of men of the coming age—the Statesmen and Divines—the Scholars and Merchants, the Agriculturists, and Mechanics, and Labourers of thirty or forty years hence, are now children and infants—depending upon the present generation for physical nourishment, intellectual and moral instruction, and forming their character from the lessons they are now receiving. It remains then with the educated men of the present age, to say what the character of our successors shall be. Let each educated man in the land put the question to himself—“What characteristics shall I impress upon those who come after me? Shall they be those of virtue or vice—of knowledge or ignorance—of industry or idleness—of selfishness or patriotism”—and, I may add, of happiness or misery? The helplessness and innocence of infancy look up to us for its future destinies. Will we give it bread or scorpions? A whole generation are

suppliants at our feet and round our firesides. They ask for instruction in religion and morals adapted to accountable and immortal beings; they beg for schools and books that they may be free and intelligent men, and not doomed slaves and vagabonds; they implore training and habits, such as will make them an honour and blessing to their age and country. Have they not a right to expect thus much at our hands? If the educated men of Canada, neglect the succeeding generation, who is to care for them? They are orphans with living fathers! And if in material, how much more in moral and intellectual things is it true, that "If any provide not for his own, and especially for those of his own house, he hath denied the faith and is worse than an infidel!"

III. Our third illustration is, 'that Educated Men are trustees of the best inheritance for their country, and they should nobly fulfil their sacred trust.' The real greatness and power of a country consist not in geographical territory or mineral wealth, but in the intelligence of its people. "Knowledge is power" in a nation as well as in an individual. The *civilization* of a country is but its educational development; and the degree of its civilization depends upon the character and extent of its education and knowledge. This constitutes the essential difference between North and South America—between France and Spain—between Germany and Turkey—between Great Britain and China—between Greece in the times of PERICLES and PLATO, and that same Greece in the times of the Crusades—between Rome under the CÆSARS and Rome under the LOMBARDS; yes, to reverse the order of contrast, between England under the family of STUARTS, and England under the BAUNSWICK family. And who but the educated men of a country are the depositaries of the intellectual elements of its power and happiness? It is for them to say whether Canada shall rise or sink in the scale of countries—whether it shall advance or retrograde in the race of civilization—whether they themselves will be the theme of their country's praises or execrations in a coming age. In this work of mind's development there is no party, but the party of ignorance against knowledge—the party of selfishness against patriotism. In this bloodless campaign of intellectual progress, Canada expects—nay, commands—"every man to do his duty." And shame upon the educated man who does not give to the next generation the education which he has received from the past; shame upon the man who has furnished himself with intellectual arms out of the public arsenal, and then hides away from the battle of civilization against barbarism, and thus betrays the trust of his country!

The historical allusions just made painfully admonish us that the cause of mind may go backward as well as forward. It is so with individuals; it is equally so with neighbourhoods, provinces, and nations. What monumental warnings have we of this in the countries which skirt the shores of the Mediterranean! There was once a great intellectual republic extending, at different periods, from the Atlantic to the Euphrates, and from the Euxine to the mountains of the Moon. In that republic, many of the faculties of the human mind received a development of power and of beauty which has never been surpassed. Greece was long the metropolis; but her civilization was not confined to Athens alone, or to a few renowned cities; its domain stretched from Iberia in the east to Gallia in the west—including Sicily and Magna Græcia, round all their coasts, the Ionian Shore, the islands of the *Ægean*,

and not only the coasts but the remote interior of Asia Minor and Syria, almost to the Euphrates, the whole course of the Nile up to its cataracts, and even Lybia and Carthaginian Africa. These once favoured regions were studded with populous and cultivated cities.

The traveller every where found the most beautiful creations of the architect and sculptor, numerous attended schools of philosophy, theatres melodious with the 'inspirations of the Attic muse,' and forums 'eloquent with orators of consummate skill and classic renown.' Look at these countries now, and as they have been for many centuries past! Their very names, for the most part, can only be traced in the index of an ancient geography, and the seats of their most renowned cities are mere matters of conjecture. Even in the time of Cicerō they are said to have abounded in all the stores of art and resources of instruction. He makes one of the chief speakers in the *Orator* say, 'At the present day, all Asia imitates MENECELES of Alabanda, and his brother;' but the orator, the brother, the place, are all alike forgotten. Cicerō himself studied, as we learn from PLUTARCH, not only under PHILO the Athenian, but MILO the Rhodian, MENIPPUS of Stratonice, DIONYSIUS of Magnesia, ÆSCHYLUS of Cnidus, and XENOCLES of Adramyttium. But the names of these Masters and Schools of Cicerō—these ancient abodes of art and eloquence—are names scarcely preserved in memory; and the countries in which they flourished have long been the abode of intellectual darkness and social degradation. The literature of Greece is still the standard of taste, and the mutilated fragments of its marble sculpture are the models of modern art; but the birth-places of both have become in succeeding ages little better than dens of thieves and robbers. The former centre of the world's civilization is the symbol of its present weakness and debasement.

The philosophy of this decline and ultimate extinction of the ancient Greek and Roman civilization is an interesting subject of study, and is fraught with many lessons of practical instruction. One of these lessons is, that the progressive civilization of a country can only be maintained by the operation of those causes which gave the first impulse to that civilization. It was not until the rulers, and scholars, and parents in Greece and Rome ceased to practice and teach to their youth the lessons of their forefather philosophers, moralists and statesmen, that Greece and Rome lost the conservative elements of their social elevation and freedom, and began to totter to their fall. So, if the present race of educated men in Canada are unfaithful to their trust—neglect to employ the means according to the growing exigencies of society, the application of which has already advanced the social Canada of 1848 beyond that of 1828—the future progress of our country must be downwards, and Canada future will be but another Venezuela or Mexico. Favoured with free institutions, blest with a genial climate, a fertile soil, and facilities of commerce, it devolves upon the educated men of Canada to say whether these institutions shall be perfected and perpetuated—whether these physical resources shall be developed, and whether future Canadians shall be alike proud of their sires and of their country. Could I remove the veils of futurity, and present a panoramic view of Canada in another age, with its universal schools and libraries, its churches and colleges, its railroads and canals, its flourishing manufactures and bustling harbours, its busy towns and waving wheat fields, its teeming press and respectable literature, its school-going youth, and its intelligent, industrious, and happy population—could I place this picture before every

educated men in Canada, and say, 'behold the fruits of your labours and patriotism—behold the legacy which you have bequeathed to your country—behold posterity honouring your name and blessing your memory;' I think no such man would deem any labour or expenditure too great to have a part in a work so enduring and glorious: a work resplendent with more honour than the achievements of heroes, and pregnant with benefits surpassing all human comprehension. But what I cannot portray, Inspiration itself has declared; for I may aver in words which supersede comment and are above illustration, "Train up a *generation* in the way it should go, and when it is old, it will not depart from it."

IV. My last illustration in respect to the Obligations of Educated Men, is drawn from the fact, that 'they are moral agents, and, as such, they should faithfully employ the powers, possessions and advantages for which they are responsible.'

I feel that no apology is necessary for presenting the subject in this light; for I will in no place, nor on any occasion, yield an iota of religious truth in advocating the cause of a Christian country. The moral responsibility of man is commensurate with his immortal existence, and in proportion to what is committed to his trust. The rule of the Divine Administration is, that "where much is given, much will be required." Were education a mere secular interest—such as a railroad or manufacture—I confess the inapplicableness of this principle to the present subject; (for I know of no moral guilt or moral virtue in taking or not taking stock in a railroad or manufacture;) and I confess the inappropriateness of a Minister of the Gospel having any connection with it, either as an instructor or superintendent. But history and reason will justify the assertion, that there is a natural, if not inseparable connexion between ignorance and vice, and knowledge and virtue. The subject is too extensive to be discussed on this occasion. I can only make a remark or two on it. Dr. Mason Goon, in his Lecture "*On the Dark Ages*," observes, that "there is, perhaps, hardly a vice that can be enumerated in the whole catalogue of moral evil that did not at this era of ignorance brutalize the human heart;" and the same powerful Christian writer, in his Lecture "*On the Revival of Literature*," forcibly observes: "I have said, that ignorance and vice are inseparable associates. But is the converse of this proposition equally true? We have seen mankind advancing in the path of knowledge—are knowledge and virtue equally inseparable? I have pride in answering this question; and I dare appeal to every page in the history of the times before us for the truth of its affirmative." "What is human knowledge? (asks the eloquent President of Harvard University.) It is the cultivation and improvement of the spiritual principle in man. We are composed of two elements; the one a little dust caught up from the earth, to which we shall soon return; the other a spark of that Divine Intelligence, in which and through which we bear the image of the Great Creator. By knowledge the wings of the intellect are spread: by ignorance they are closed and palsied, and the physical passions are left to gain the ascendancy. Knowledge opens all the senses to the wonders of creation: ignorance seals them up, and leaves the animal propensities unbalanced by reflection, enthusiasm and taste. To the ignorant man, the glorious pomp of day, the shining mysteries of night, the majestic ocean, the rushing storm, the plenty-bearing river, the salubrious breeze, the fertile field,

the docile animal tribes, the broad, the various, the unexhausted domain of nature, are a mere outward pageant poorly understood in their character and harmony, and prized only so far as they minister to the supply of sensual wants. How different the scene to the man whose mind is stored with knowledge ! For him, the mystery is unfolded, the veil lifted up, as one after another he turns the leaves of that great volume of creation, which is filled in every page with the characters of wisdom, power, and love ; with lessons of truth the most exalted ; with images of unspeakable loveliness and wonder ; arguments of Providence ; food for meditation ; themes of praise.*

It is true that the passions of the corrupt and sinful heart of man may often trample down not only the influences of knowledge, but of Inspiration itself ; but I speak of natural and general tendencies and of knowledge based upon Christian principles, clothed in the philosophy and animated by the spirit of genuine Christianity. Can an educated man then be morally guiltless for withholding, in a spirit of negligence and selfishness, from his fellow-man—nay, from his country—the inestimable blessing of knowledge, and inflicting upon them the unspeakable curse of ignorance ? Is not such a character as guilty before God, as he is odious in the sight of men ? This linking of man with man in the obligations of reciprocal duty, as well as in the condition of mutual dependence,—this enjoined care of the parent for the offspring, the rich for the poor, the strong for the weak, the old for the young, the rulers for the ruled, the educated for the ignorant, is the predominating spirit of that Book which is alike the authoritative standard and teacher of “ whatsoever things are true, whatsoever things are honest, whatsoever things are just, whatsoever things are pure, whatsoever things are lovely, whatsoever things are of good report.” That “ it is not good for the heart to be without knowledge,” is alike the voice of Revelation and the testimony of experience ; and “ My people are destroyed for lack of knowledge” unfolds the source of the most terrible national calamities which are recorded in history. The educated men who does nothing to remove the pall of ignorance from his country thus contributes to destroy it. Can he truly love either his nation or his Maker ? Is he not a just object of public execration ? and can he stand acquitted before the Supreme tribunal ?

The motives of action on the part of educated men are greatly strengthened, and their responsibilities proportionately enhanced, by the facilities and certainty of success which are possessed by us over the famed and fallen nations of antiquity. We possess the almost superhuman art of printing, which was unknown to them ; we enjoy a free and representative government which in reality never existed among them ; and we have a true and spiritual religion, of which they were ignorant. In the absence of printing, knowledge was confined among the Greeks to the cities, to sophists and slave-holders, while the mass of the people throughout the country, and even in the towns and cities, were profoundly and brutally ignorant ; their governments were either ill-regulated and tumultuous democracies or military despotisms ; their Deities were the patrons of the worst passions and vices, and their worship was an instrument of debauchery and corruption. They wanted the essential elements of durability, and soon yielded to the invader, or dissolved in anarchy. With

* Discourse on the benefits of the General Diffusion of Knowledge.

us, the press makes the knowledge of the Statesman the common property of the country, and on its wings is daily conveyed to the remotest cottage in the land all that is known in the metropolis ; our representative government is matured into a well-digested and well-balanced system, free from class-distinctions, and based upon the broad principles of public liberty ; and our Holy Religion is an infallible standard of truth and morals, the great sanctuary of moral power, the mighty impulse of the noblest feelings and designs, and the unclouded sun-light of immortality.

What powerful motives, what wonderful facilities, what sacred obligations, have we then, in comparison of the departed nations of antiquity, to perpetuate and multiply to posterity the advantages and blessings which we enjoy. The ruins of ancient kingdoms admonish us ; the honour of our country commands us ; the interests of coming generations entreat us ; and the circumstances of the times should arouse us. The words with which the distinguished ROMNEY HALL concluded his discourse in 1810 on the "*Advantages of Knowledge to the Lower Classes*," are equally applicable to the present occasion ; and with these I will conclude the present address :—

"These are not the times in which it is safe for a nation to repose on the lap of ignorance. If there ever was a season when the public tranquillity was ensured by the absence of knowledge, that season is past. The convulsed state of the world will not permit unthinking stupidity to sleep without being appalled by phantoms and shaken by terrors to which reason, which defines her objects and limits her apprehension to the reality of things, is a stranger. Every thing in the condition of mankind announces the approach of some great crisis, for which nothing can prepare us but the diffusion of knowledge, probity, and the fear of the Lord. While the world is impelled with such violence in opposite directions ; while a spirit of giddiness and revolt is shed upon the nations, and the seeds of mutation are so thickly sown, the improvement of the mass of the people will be our grand security ; in the neglect of which, the politeness, the refinement, and the knowledge accumulated in the higher orders, weak and unprotected, will be exposed to imminent danger, and perish like a garland in the grasp of popular fury. *Wisdom and knowledge shall be the stability of thy times, and strength of salvation ; the fear of the Lord is his treasure.*"

AGRICULTURAL EDUCATION IN UPPER CANADA.

No. III.

BY H. Y. KEND, ESQ., MATHEMATICAL MASTER, ETC., NORMAL SCHOOL, U. C.

In the education of the young, as well as of those who have attained to maturer years, it becomes an object of great consideration to invest the subject of instruction with as many attractive features as may conveniently be given to it ; and if the study of any science or art possess peculiar points of interest immediately connected with the labours of life, the improvement of the pupil will generally be progressive, in proportion to the feeling of gratification excited, by the acquisition of additional knowledge and new ideas. In a word, it is to convert that which is too often regarded solely as a task into a real

pleasures, and, while practical utility is not lost sight of, to create and strengthen a desire for mental improvement for its own sake.

The study of that science in which are associated great practical utility and remarkable fitness for mental improvement, demands more than ordinary attention. It is also equally true, that to an individual possessing no further information than a popular acquaintance with the theory of a science, his interest in its development is greatly increased by the successful performance of a few simple experiments illustrative of theoretical views. If the solution of a mechanical or astronomical problem is capable of creating a feeling of gratification, how much more would that interest be increased by the successful application of theory to practice; but such application does not, from the nature of circumstances, lie within the reach of the majority.

The science of Astronomy, though adapted beyond comparison, to lead to a refined and intellectual tone of mind, yet, in its more sublime departments, dwells upon objects and scenery the unassisted eye can never hope to witness. A powerful telescope enables us to discover the marvellous structure of the ring of Saturn, certainly among the most magnificent illustrations of "the power, wisdom, and goodness of God manifested in the creation." The same instrument reveals to us the splendid spectacle of 'suns revolving around suns,' in the binary systems of stars, and affords us optical proof of the motion of our own source of light and warmth, with all his attendant planets, through intermediate fields of ether, with a velocity inconceivably great. Numberless, indeed, are the examples of beauty, order, and power afforded by celestial scenery, but they are only known to the million by description; they have neither time nor means to see their forms or watch their motions; they can only hear or read of them, and experience tells us that for the uneducated mind this is not enough; a passing interest alone is created, which vanishes almost as soon as the tale is told or the description read.

So with the science of Optics, one department of which beautiful branch of learning affords a boundless field for experiments of a most magnificent character, in which colors and forms of surpassing beauty and brilliancy can be produced by the refraction and polarization of solar light; a class of phenomena, however, rarely to be witnessed, except by those who have time and means to produce them; neither are they susceptible of ordinary practical application.

Not so, however, with organic Chemistry and Vegetable Physiology. Both the time and the means lie within the reach of every individual engaged in Agricultural occupations to satisfy himself of the truth of numerous and interesting facts developed by these Sciences; and it is on account of the wonderful adaptation of the means to the end, by processes *apparently* the most mysterious and incomprehensible, yet which Organic Chemistry beautifully explains and illustrates, that they are fitted beyond all others for mental improvement, independently of the varied practical application of which they are susceptible.

Numerous experiments, explanatory of the processes of vegetable life, may be readily performed by every student, requiring no expensive apparatus; and since, in such experiments, the final result is usually all that is required to be observed, and not the actual process itself, (for that, in most cases, can only be inferred and not witnessed,) the time required by the experimenter is a very

limited duration. A few examples will suffice to illustrate this argument. The student is made aware of the circumstance that the substances of which plants consist are divided primarily into two classes, one termed organic, the other inorganic. The inorganic portion is that which remains after the vegetable has been submitted to the action of fire; and a reference to tables similar to those given in the preceding number of this *Journal* informs him that it is composed of several substances, six of which are oxides of metals. The question naturally arises in his mind, How do these metallic substances enter into the constitution of vegetables? Can the water which plants absorb by means of their roots convey them into the interior of the vegetable? the only mode in which they can be supposed to enter through the exceedingly small pores at the extremity of their roots. He may satisfy himself of that fact by taking a small quantity of pure rain water, and throwing into it a few grains of lime, (oxide of calcium). The clear supernatant liquid is then poured off into another clean vessel, and the operator breathes into the fluid through a straw or tube of glass; after a short period, the liquid assumes a turbid appearance, in consequence of the carbonic acid contained in his breath chemically combining with the dissolved lime, and constituting insoluble carbonate of lime: if he still continue to breathe into the liquid, the turbid appearance will gradually decrease, since the water becoming impregnated with carbonic acid is capable, in that state, of dissolving carbonate of lime—a phenomenon occasionally producing much inconvenience in those parts of the country where lime stone abounds. The spring or river water in such localities absorbing carbonic acid from the atmosphere, is rendered capable of dissolving a small portion of the lime stone with which it may come in contact, and when, by the application of heat, the carbonic acid is driven off, the water can no longer contain the lime stone in solution, which consequently falls to the bottom of the vessel. Hence the cause why cooking utensils are frequently coated on the interior surface with carbonate of lime. Again, in the composition of grain growing plants, and of many grasses, he observes a large amount of silica or pure flint (oxide of sileum). If a small portion of that substance, in a powdered state, be placed in a phial containing water, and into the mixture a drop of common ley be allowed to fall, after the lapse of a few weeks, a portion of the flint will be dissolved, and may be easily exhibited by exposing the phial to the action of heat, until the fluid contained in the phial assumes a jelly-like consistency. The dissolved fluid is the cause of the gelatinous appearance.

In swampy tracts of country a reddish looking substance is frequently observed around the mouths of the small springs, usually met with in such situations. Let a small quantity of the spring water be placed in a phial, just as it issues from the soil, and then excluded from the atmospheric air by means of a tightly fitting cork; when at any future period the bottle is opened, a reddish pelicle will be observed to form on the surface of the fluid and soon sink to the bottom. The red substance is called the peroxide of iron (common rust), and was formed by black oxide of iron contained in solution, absorbing oxygen from the atmosphere, and being converted into the comparatively insoluble peroxide, which from its greater specific gravity fell as it was formed.

It will not however escape the observation, of the sagacious student that, generally, the quantity of metallic substances dissolved is exceedingly small, and consequently the actual amount of water which must pass through the various

parts of vegetables, in order to afford them the requisite supply of materials to complete their structure, be very great indeed. In order to ascertain approximately the amount of water absorbed by the roots and exhaled by the leaves of any species of vegetable, in a given time, he may enclose a leaf while yet attached to the tree, in a dry phial, the weight of which he has previously ascertained. After cutting off the communication between the interior of the phial and the surrounding atmosphere, by means of a cork so placed as not to compress the stem of the leaf, and luted with some fatty substance, he will soon observe the interior of the phial to become dim with moisture, and the water which is given off by the pores of the leaves will trickle down the sides of the vessel and remain at the bottom. If he now carefully weigh the phial, and observe the difference between the weight so obtained and before, the introduction of the leaf, he will arrive approximately at the amount of water exhaled, from which data a calculation can be made of the quantity given off by the whole vegetable, thus exhibiting that millions of pounds weight of water are exhaled by the leaves on the trees covering an acre of wooded land, during the course of a summer; the chief object of which extraordinary supply is to convey a sufficient amount of metallic and other substances into the interior of plants, to assist in building up their structure.

Among the multitude of silent yet most interesting operations performed by vegetables, in the exercise of the various functions of their parts, there are none more indicative of design on the part of their great Originator and Sustainer, than their wonderful adaptation to the wants and necessities of other organized beings, holding a higher rank in the scale of creation. A simple experiment informs the student that vegetables under the influence of the sun's rays, absorb carbonic acid from the atmosphere, decompose it in the interior of the leaf, assimilate the carbon and give off the oxygen. Let a leaf be placed under an inverted glass filled with water, and exposed to the direct rays of the sun, small globules of gaseous matter will be observed to form on the surface of the leaf, and detaching themselves one by one as they increase in size, they will rise and collect in the upper portion of the vessel. If use is made of a large glass containing several leaves, and a grain of chalk, together with a drop of vinegar, be placed in the water, the operation will proceed with much rapidity, and a sufficient amount of gas be collected to allow of its being transferred to a phial and then tested, by plunging into the phial the glowing wick of a recently burning taper—the taper will be relighted and consume away rapidly, emitting a brilliant and vivid flame. The gas in the phial consists of pure oxygen, given off by the leaves after the decomposition of carbonic acid absorbed by them.

The student will however remember, that a portion of the air we inhale is converted by the respiratory process into carbonic acid—the oxygen of the atmospheric air uniting with the carbon of the blood. Were no means provided for consuming the enormous quantity of carbonic acid generated annually by the respiration of animals, combustion, and the decomposition of vegetable matter, the atmosphere would, in the course of time, become unfit for the support of animal life. Vegetables, however, are so organized, that the very substance which, if it were much increased in quantity, would prove hurtful to animals, and is, notwithstanding, a necessary consequence of the healthy performance of the various functions of their parts, constitutes the food of plants;

and they, in their turn, restore to animals an equal bulk of another substance essential to animal life in the form of pure oxygen gas.

SCHOOL TEACHERS' CONVENTIONS.

Extract from the Report of the State Superintendent to the General Assembly of the State of Connecticut, held at New Haven, May, 1848 :

In compliance with the requirements of an Act of the General Assembly, passed May Session, 1845, creating the office of Superintendent of Common Schools, that officer submits the following Report respecting the condition and improvement of the Schools placed under his general supervision, during the past year.

Immediately after the adjournment of the General Assembly in June last, the Superintendent caused to be printed and circulated among the school-officers of the State, an edition of the "*Report of the Joint Standing Committee on Education on the establishment of Schools for Teachers*," together with the Resolutions submitted by the same committee and adopted by the Legislature, by which provision was made for the holding of two or more Schools of this character in each County, during the months of September, or October, for the benefit of such teachers as "should declare their intentions to teach the public schools of the State the ensuing year."

In pursuance of the authority conferred by these resolutions, several individuals of established reputation for sound practical views on the theory and practice of teaching, were appointed by the Superintendent to hold Conventions or Schools for Teachers in the several Counties of the State, at such times and places as were designated, after correspondence and consultation with local committees, and of which due notice was given by a Circular addressed to School-officers and Teachers, and by the publication of the same in the public papers.

Agreeably to the notice thus given, the several Conventions were held during the months of September and October, at the places and by the individuals appointed.

It is due to families and individuals in the places where the Conventions were held, to make a public acknowledgment for the hospitality extended to those in attendance, and for providing gratuitous accommodation for the meetings.

The first of the series was held at Middletown, under the direction of the Rev. Merrill Richardson, who had enjoyed superior opportunities of observation and experience in this class of meetings ; and was also attended by most of the persons appointed to take charge of the other Conventions. This gave them an opportunity for consultation, and secured a desirable degree of uniformity in the mode of proceeding in other Counties.

At the close of the Institute, an account of each was forwarded to the Superintendent,—an abstract of which is herewith communicated to the Legislature, as the best evidence of the wisdom of the provision made for holding the conventions.

These Conventions or Schools for Teachers constitute the most important events in the history of our Common Schools for the last ten years. More than three-fourths of all the persons employed to teach the public schools last winter, it is supposed, were assembled together for four or five days,—during which time instruction was given by skillful and experienced teachers in the theory and practice of school-keeping, and the most approved methods of teaching in the various branches usually pursued in District Schools. The regular exercises during the day were interspersed with discussions, in which the members of the Convention took part; and the evenings were devoted to lectures and discussions upon subjects connected with Schools and Education—in which parents and others were deeply interested, and in which prominent citizens took part. The good accomplished thus incidentally in the several places where the Conventions were held, by awakening parental and public interest, and disseminating sound views on important topics of school-government and instruction, and on the duties of parents to teachers, and to the schools where their children attend, was worth all that the Conventions cost the State. But the direct and anticipated results of the Conventions,—the bringing teachers from different towns in the same County into an acquaintance with each other, and to a knowledge of each other's experience and methods,—the presentation and exemplification by experienced and successful teachers of the means and methods by which they have obtained success,—the breaking up in the minds of young and inexperienced teachers of radically wrong notions, before they had been carried out into extensive practice, and thus distorted and dwarfed the mind of hundreds of the youth of the State,—the impulse and spirit of self and professional improvement, the desire to read, converse and observe on the subject of school-education and teaching, and to elevate the profession to which they belong,—these results which were predicted, have been realized as fully as the best friends of the measure promised.

No single agency has so soon and so widely, with such success and general acceptance, been devised or applied to the improvement of common schools. The first meeting of this character was held in this State at Hartford, in 1839. Since then it has been adopted in New-York, very generally tried, and within the last year incorporated by legislative enactment into its school system. In Massachusetts, Maine, New-Hampshire, Rhode Island, and Ohio provision is made by law for holding these meetings; and in Illinois, Wisconsin, Michigan, Vermont, New-Jersey, and Pennsylvania they are held under a voluntary movement of the teachers and the friends of education.

The Superintendent has taken much pains not only to learn the manner in which these Conventions in this State have been conducted, but also in other States,—and with what agencies, and with what results.

In view of the acknowledged success of these Institutes or temporary Schools for Teachers, in this and other States, the Superintendent would respectfully urge upon the Legislature the wisdom of making provision for their continued support and systematic management. He is satisfied that in no other way can so much be done for the immediate improvement of the common schools, and in a manner so acceptable to the people. However wise and useful ultimately, may be the engrafting of a regularly constituted Normal School upon our school system, in the opinion of the undersigned, the holding of these Institutes in the several counties, in the spring and autumn, and in

different towns, until every town shall thus have had the benefit of prolonged education-meetings, will accomplish a much larger amount of good in a shorter period of time. One of these Institutes might be held for a longer period of time, and in one place, where suitable accommodations could be had,—and this could be extended from time to time, until the sessions should occupy the year, and the Institution should, for all practical purposes, grow into a regularly constituted Normal School.

The Institutes or Schools for Teachers, should be regarded as a part of our system of common school instruction, and, as such, should be appointed, organized, supported and supervised by those who are connected with the administration of the system, and feel themselves responsible to the State.

The arrangement, as to the time and place of meeting, board of Teachers and other preliminaries, should be early made, and announced through the public press.

The organization and management of an Institute should be committed to one competent person, who should throw his whole thought, ingenuity and experience into the work of making it interesting and profitable. He should be aided by the services of men who have made themselves masters of particular studies.

When convened, the members of the Institute should cheerfully and promptly consider themselves at school, and should co-operate with the principal in making the Institute a practical exemplification of a well-regulated model school; and give a ready obedience to all good and wholesome regulations.

The course of instruction during each daily session, for the present, at least, should be confined mainly to drills in the studies ordinarily taught in our district schools, with special reference to the best methods of communicating and illustrating the same, with such facilities as most district school Teachers can command. In the schools appointed in the spring, the exercises should have special reference to the summer schools and to female Teachers; and in the autumn, to winter schools and male Teachers.

The opinion of those who have had most experience and observation in these schools, is, that the session of the Institute should not exceed two weeks or ten working days. And that for that length of time, if the exercises are properly arranged and varied, a deep and intense interest can be sustained, both among the members and in the community where it is held. The results of the conventions in this State show that a session of even five working days can be made eminently profitable and interesting.

The oral and written discussions of topics connected with the organization, classification, studies, instruction and discipline of schools in reference to the actual experience of the members, and the nature, object and instrumentalities of education, will form an important part of the evening exercises of the Institute. A few hours thus spent will frequently introduce the young and inexperienced Teacher into the results of years of experience on the part of the older members.

Public lectures on the duties of parents and the community generally to the common schools—on the construction and internal arrangement of school-houses—on the administration and management of common schools—on the reciprocal duties of parents, teachers and pupils—on the claims and rights of

teachers, and on the improvements in education, are among the legitimate and indispensable objects to be provided for in the establishment of an Institute. The information thus spread abroad through the community, and the interest and spirit of inquiry thus awakened, are among the happy results which have thus far followed their introduction. The public mind requires to be instructed and educated, to appreciate the importance of the professional training of teachers, to correct and practical views as to the objects, nature and means of education.

The success of an Institute will depend very much on the qualifications of the persons appointed to organize and superintend its operations. He should possess character, reputation and manners, as well as professional skill, in order to command the respect of all. He should have the faculty to win the affections and secure the confidence of the members; a power to awaken their liveliest interest, and rivet their attention in every branch of study or exercise which may be brought up for consideration; and to do this from day to day, to the close of the session. To accomplish these things, he must have a variety of talent and of expedients, a deep interest in the object and results of the Institutes, and a heart full of generous enthusiasm in the cause of popular education. Should one of these Institutes or Schools for Teachers be established permanently, or should a Normal School be founded, the principal of either, would be the most suitable person to take charge of these temporary schools for teachers, so far as his other engagements may allow. And it will be worthy of consideration in the organization of a Normal School, whenever such an Institution shall be established, how far the principal shall be furnished with extra assistance, so as to give him leisure to attend the Institutes in the different Counties. This arrangement would carry the methods of discipline and instruction pursued in the Normal School directly to every part of the State, and, through the members of the Institute, would soon be felt in every District School.

The Superintendent has dwelt on this topic, because he regards any substantial improvement in the means provided by the State for the professional training of Teachers, as the most important measure which can be adopted to perfect our admirable school system; and any indication of advancement in the character and qualifications of the teachers themselves, as the surest pledge that the work of school improvement is really and successfully progressing.

POPULAR EDUCATION IN UPPER CANADA.

Recent educational movements in Upper Canada afford abundant evidence that the cause of popular instruction has received a new impulse in that Province.

During the administration of Lord Metcalfe, the Rev. Egerton Ryerson, B.D., Superintendent of Schools for Canada West, was entrusted with the duty of "devising such measures as might be necessary to establish the more efficient system of instruction for the education and improvement of the youth of the country.

In assuming this responsible charge, Dr. Ryerson first spent upwards of a year in visiting, at his own expense, the principal countries of Europe in which

the most approved systems of public instruction have been established; and in collecting from every available source such information as would aid in the accomplishment of his assigned task. The result of these investigations, he has embodied in an elaborate Report of great value.

The following eloquent passage, from one of the introductory pages, will afford some idea of the elevated and comprehensive views of the writer :—

"The basis of an educational structure should be as broad as the population of the country ; and its loftiest elevation should equal the highest demands of the learned professions, adapting its gradation of schools to the wants of the several classes of the community, and to their respective employments or professions, the one rising above the other,—the one conducting to the other ; yet each complete in itself for the degree of education it imparts ; a character of uniformity as to the fundamental principles pervading the whole : the whole based upon the principles of Christianity, and uniting the combined influence and support of the Government and the People."

The Report embodies an amount of practical information on the subject of which it treats, that cannot be found elsewhere within the same compass. The author has been eminently successful in "borrowing from all whatever is good, and in perfecting whatever he has appropriated."

He has given us ample credit for the improvements which have been made in the School Systems of the United States, and quoted freely from the writings of Hen, Horace Mann, Dr. Stowe, and other distinguished educationists among us.

He recommends the establishment of a Normal School, and places much reliance upon such an Institution, as a means of improving the Schools of the Province. The following is an extract from his remarks on this subject :—

"It is now universally admitted that Seminaries for the training of Teachers are absolutely necessary to an efficient system of public instruction,—nay, as an integral part, as the vital principle of it. This sentiment is maintained by the Periodical Publications in England, from the great Quarterlies to the Daily Papers, by Educational Writers, and Societies, with one consent,—is forcibly and voluminously embodied in Reports of the Privy Council Committee on Education, and is efficiently acted upon by Her Majesty's Government in each of the three Kingdoms.

"The same sentiment is now generally admitted in the United States ; and several of them have already established Normal Schools. The excellence of the German Schools is chiefly ascribed by German Educationists to their system of training Teachers. * * * M. Cousin, in his Report on Public Instruction in Prussia, has given an interesting and elaborate account of the principal Normal Schools in that country, justly observing, in accordance with his distinguished colleague, M. Guizot, that 'the best plans of instruction cannot be executed except by the instrumentality of good Teachers ; and the State has done nothing for popular education, if it does not watch that those who devote themselves to teaching be well prepared.'"

The efforts of Dr. Ryerson have not been fruitless. "An Act for the better Establishment and Maintenance of Common Schools in Upper Canada, has been passed ; a Board of Education has been appointed ; and provision has

been made for the establishment and support of a Normal School, which is to be opened at Toronto during the present Autumn. The gentleman selected as Head Master of this Institution, has, for the last twelve years, had the oversight of the Model Schools, and the instruction of the Masters in the practice of teaching, in the great Normal School in Dublin.—*Western (Cincinnati) School Journal, October, 1847.*

COMMON SCHOOLS AND POPULAR EDUCATION.

I should be remiss in a duty, second, in my opinion, in importance to no other belonging to the high official station to which I have been called by the suffrages of my fellow-citizens, if I failed to commend to your special care the interests of Common Schools in this Commonwealth.

Our District Schools are the intellectual and moral nurseries of the State. If cultivated with care and skill, that care and skill will be rewarded by a maturity of rich and precious fruit. If neglected and left to make their way up, in the midst of briars and thorns, and without protection, exposed to the vicissitudes of the seasons, a stunted and miserable growth will render them incapable of bearing fruit at all, or, if any appears, it will be worthless.

The cause of Popular Education, within a few years past, has received an onward impulse, and been advancing under the enactments of the Legislature, and by the instrumentalities which they have created, in a manner in the highest degree encouraging to its most ardent friends.

The last year has exhibited more indications of a sure and vigorous progress than any preceding one. Our three State Normal Schools are in successful operation. They are sending out into different parts of the State well-qualified Teachers. These schools, with their natural auxiliaries, Teachers' Institutes, held under the patronage of the Legislature, and under the direction of the Board of Education, are inspiring the young men and women of the State who are engaged, or are about to be engaged, in the responsible and honourable business of teaching, with a desire for improvement, and an ambition to excel, worthy of the great work upon which they have entered.

The Secretary of the Board of Education, in addition to his other arduous and pressing duties, has attended every Teachers' Institute, opened them by appropriate lectures, explaining their origin and character, and enforcing upon the minds of their members, the importance of high and ample attainments, to those who take upon themselves the office of instructing the children and youth of the Commonwealth.

One of the most auspicious circumstances attending the holding of these Institutes, is the hearty good will with which they are received by the people in the places where they are held, and the intelligent zeal and earnestness with which they give their influence to promote their success. The average attendance of scholars in the Public Schools shows an awakened interest on the part of those for whose benefit the foundations of those schools were laid.

It is, however, a melancholy truth, that, in our own Commonwealth, too many children are permitted to grow up in ignorance and vice within reach and in sight of the most ample provisions for their instruction, offered to them without money and without price.

That parent who refuses to send his children to the schools established and opened in his neighbourhood, does to those children a cruel injustice, and commits a flagrant wrong upon the community and State.

He may be allowed to make his home the dark abode of ignorance and stupidity to those children intrusted to his care by Providence; but surely he has no right, when they are grown up, to send them forth into society vicious men and women, to corrupt it by their example, or disturb its peace by their crimes. It is alike the interest of the individual and of the public, that every child within the limits of the Commonwealth, should receive the priceless blessing of a Common School education.

This has been the theory of our educational laws from the beginning. And, practically, every year, thousands of the children of the poor participate in their benefits.

I trust it will be your pleasure to do all in your power to extend those benefits still farther, until every child within the State shall be enlightened by their influence. — *Gov. Brigg's Message to the Legislature of Mass., Jan. 1848.*

SELF-MADE MEN.

We hear occasionally a remark made that such a distinguished person is a *self-made man*. Perhaps there are some who do not understand fully what is conveyed by that expression. Every man must, to a very great extent, be self-made. He is one who has arrived at intellectual excellence and distinction by his own unaided labour and perseverance, one who has trained the faculties of his own mind; not one who has received no education, but one who has educated himself. This fact, in general, indicates not extraordinary intellectual talent, but unusual moral firmness. Without that quality of mind, the best education may be thrown away, and with it all instruction, all the offices of a teacher, may be dispensed with. Every man that has arrived at any degree of distinction in the scale of intellect is indebted for it to himself. To teach is not to educate, unless such teaching brings out the faculties of the mind, awakes to active and patient thought, and causes the person instructed to employ his own understanding; all that the very best teacher can do is "to aid the mind's development." Nor is that little. The greatest judgment and caution are necessary in affording that assistance. In respect to the amount of such assistance, I believe it may be laid down as a maxim that the benefits derived from studies is in inverse proportion to the assistance received. Goldsmith, under this impression, recommends that students should be taught facts and required to study out the causes themselves. "*Quisque suæ fortunæ faber*," was the maxim of the ancients, and truly none were more capable of judging of this matter than the great men of antiquity. They were in a peculiar sense self-educated men. Without the advantages of books, teachers, and seminaries of learning, they were obliged to substitute for them, extensive observation, great industry, and intense application of mind. It would not have been possible to have said to Socrates and Aristotle, as we can to many of the great lights of literature at the present time, "show me your library and I will tell you the source of your ideas." They had recourse to unwearied reflection and drew them forth from the capacious recesses of their own minds.

— *The Teachers' Advocate.*

PENMANSHIP—ANECDOTES.

Penmanship is an important part of a Common School education; and though teachers traverse the country instructing the young in this art, still it is necessary that the teacher of the district school should give to it particular attention. Since writing schools have become so abundant, penmanship has been neglected in the public schools. This is an evil, for it is not probable that half the children ever receive any instruction in this art from a writing-master. If, then, it is neglected in the Common School, one half of the children will be less skilful in this part than they otherwise would have been.

It is my opinion that the instructions of writing-masters, by affording superior facilities to a few, have been the occasion of its being neglected by school-teachers; and consequently many of those children, who cannot afford the time or expense of having the services of a master, are poorly qualified for business.

This evil will be remedied at once, if the teachers of our schools will remember that the services of the writing-master, who teaches only private schools, for the benefit of those who can pay, do not supersede the necessity of teaching penmanship in the Common School.

The consequences of poor writing are sometimes serious, and at others ludicrous. An indictment was found, a few months since, by a grand jury in Kentucky, against a man for a criminal offence. It was quashed by the court, on the plea, by the defendant's counsel, that the scrawl which the foreman intended for his signature was not his name, and bore no resemblance to it.

I have seen a letter written to a lawyer which it was utterly impossible to decipher; he could not determine where it was written, the subject, nor the name of the writer.

An English gentleman applied to the East India Company for an office for a friend of his in India, and succeeded in obtaining an appointment. His friend, after a while, wrote him a letter of thanks, and signified his intention to send him an equivalent. The Englishman could make nothing of the word but *elephant*; and being pleased with the idea of receiving such a noble animal, he was at the expense of erecting a suitable building for his accommodation. In a few weeks the equivalent came, which was nothing more or less than a pot of sweetmeats.

A clergyman in Massachusetts, more than a century ago, addressed a letter to the General Court on some subject of interest that was under discussion. The clerk read the letter, in which there was this remarkable sentence: "I address you not as magistrates, but as *Indian devils*." The clerk hesitated, and looked carefully, and said, "Yes, he addresses you as *Indian devils*." The wrath of the honorable body was aroused, they passed a vote of censure, and wrote to the reverend gentleman for an explanation; from which it appeared, that he did not address them as magistrates, but as *individuals*.

A certain part of the day should be devoted to writing; the school-teacher must assign to it a part of his time, as faithfully as he does to reading or spelling. Generally the latter part of the forenoon is the best time for writing.

In the morning the house is often cold, or the ink is frozen ; and in the afternoon, especially, if there is snow upon the ground, the children's hands tremble. Copies and pens should be in readiness ; and when the hour for this exercise arrives, let each scholar be ready to begin.

We can hardly appreciate the value of this art. How pleasant to be able to communicate our thoughts to absent friends ! how useful to be able to record the results of business ! how wonderful to be able to put our thoughts on paper, that they may be communicated to minds in other lands and ages ! A missionary in India, at work upon a chapel, went from home without his square. He wrote with a coal upon a chip what he wanted, and handed it to a native to carry it to his wife. "Take that," said he, "to my wife." "She will call me a fool if I carry a chip to her." Perceiving him in earnest, the man asked, "What shall I tell the woman ?" "The chip will tell," said the missionary. He carried it to the house and gave it to the woman ; she looked at it, threw it away, and brought him the square. The native inquired how she knew what he wanted. "Did you not give me a chip ?" "Yes," he replied, "but I did not hear it speak." "Well," said the woman, "it made known what you wanted." The native went and picked up the chip, and ran about with it among his acquaintance, saying, "These English can make chips talk." He was so astonished that he tied a string to it and wore it about his neck for several days. Similar facts are mentioned respecting the astonishment of the natives of the Tonga and of the Sandwich Islands, when they discovered that thoughts could be put upon paper with a pen.—*The Teacher Taught.*

BEST METHOD YET DISCOVERED OF SECURING ATTENTION.

It is to ask the question generally, without giving the slightest indication, either by look, gesture, or position, who will be called to answer ; or on what portion of the class the duty of answering will fall. This idea is very important. If the teacher, by position, gives any clue either as to the person or the neighbourhood where his question will ultimately be fastened ; or if from day to day, or from lesson to lesson, he has an order of proceeding which may be discovered, he fails to comply with one of the essential conditions of this method, and defeats the plan he should practice. What we insist upon is, that, after a question is put, and until the individual is named whose duty it is to announce the answer, it should be as uncertain who that individual will be, as it is during a thunder shower where the lightning will strike the next time.

After the question is propounded, let a sufficient time elapse, in entire silence and without motion, for each pupil in the class, or for all the pupils of ordinary intellect in the class, to prepare mentally the answer which he would give should it be his fortune to be called upon. No show of hands or other signal should be allowed, save that signal which no mortal power can suppress—the illumination of the countenance, when a new truth, like a new sun, is created in the soul. The teacher must exercise his discretion as to the proper time for waiting. He must be governed by a rule made up of two elements,—the difficulty of the question and the capacity of the class. A proper time having passed, let the hitherto unknown pupil who is to announce the answer, be now made known. If the answer should be incorrect, or if the one called upon

should make no reply let another be named. Here is no occasion for waiting again. Should an erroneous answer, or no answer, be received from the second, let a third be called upon. Should the third fail, perhaps this will be as far as it will be expedient to proceed in this method. Let the question be then thrown open to the whole class; and, if it has been framed with judgment, some one in the class, in forty-nine cases out of fifty, will be able to answer it. Should it often happen that no one in the class is able to answer the question put, it will prove the teacher to have been in fault; for it will show that he has misapprehended the capacity of his class. Another question will then be given, and so on until the recitation is finished.

Now, is it not clear that the method last described tends to secure, and if conducted with ordinary skill, will secure, the attention of the whole class? Each mind will act upon each question. In a class of twenty, twenty minds will be at work. As a mere means of acquisition, then, to say nothing of intellectual habits, the latter method is nineteen times better than the former. We verily believe that, if a change *only in this one particular* could be introduced into all the schools of Massachusetts, it would forthwith give them four-fold efficiency, as a means of improvement.

The above views do not apply with equal force to all studies. There are some branches, where other means of securing the action of each mind may be resorted to. In arithmetic, for instance, different questions may be assigned to different members of the class, to be wrought out simultaneously. But we need not go into detail. Every competent teacher, in applying a general rule to a variety or a diversity of circumstances, will be able to make a proper allowance and modifications.

The method here recommended, it will be seen, not only secures the attention, but cultivates a habit of rapid thought and of prompt reply. It keeps the class *alive*; and one answer given promptly and with life, is worth half a dozen drawled out after the listener's patience has been exhausted by delay.—*Boston Common School Journal*.

SHORT SELECTIONS FROM EUROPEAN AUTHORS.

Comparative Expense of Education and Crime.—Our prisons have the extent of palaces, because our schools have been limited to sheds. The sums spent on cruel punishments would have paid thrice over for a system of salutary prevention. We lift our hands and exclaim with wondering horror at the rapid progress of juvenile delinquency in our days; but delinquency is a result of education as well as honesty; and so long as there are no schools of honesty to compete with the school of delinquency, the manufactory of larger production will throw the more abundant supplies into the market. Take a juvenile delinquent just convicted of crime. You are doubtless surprised and shocked at the amount of depravity exhibited by a child. Shocked you may be, but surprised assuredly you would not be, if you knew how carefully that child has been educated in depravity. Half the same pains honestly bestowed, would have made him a useful and perhaps an ornamental member of society.

Educational antecedents were brought on that child's existence, by which his course of wickedness was irresistibly predestined and predetermined. Mr. Serjeant Adams, at the Middlesex Sessions of January 27, 1847, stated "that, last year, 520 persons were convicted in his Court, and the property stolen by them was worth about £540, and the maintenance of the prisoners £766, the total of which was about £1300, which sum would have provided them with a good education."—*Dafton's National Education.*

The Education and Schools needed by the Country.—Knowledge is the food of the mind; and he who would monopolize it, the people shall curse him. We have no surer hold on the gratitude or convictions of the people than by securing their spiritual growth. We want, in the fair sense of the term, national education. We want schools for all, without offending the conscience of any. The school, the college, the chair, should be equally accessible to all; and the reason why all do not obtain the highest honours should be, that they pause in the course, and not that they are fenced off by others from an approach. We want a practical, every-day, common-sense education—not a formal deposit of unappreciated truth in unawakened faculties. We need schools for the mechanic, and schools for the agriculturist—schools for the young, and schools for the adult. The lecture-room, the library, the rural and mechanics' institute, should complete the work early begun; and our museums, our galleries, and our public buildings should supply at once recreation and improvement to the quickened mind. Is it necessary to remark, that religious men would betray the interests of religion, if they were not the devoted advocates of this advancement, not as members of a sect, but as disciples of the New Testament.—*Dr. A. Reed, of London, England.*

Effects of Normal Schools and National Education on Private Teachers and on the Public Mind.—It will be readily understood, that the effect of Normal Schools, and a national system of education in elevating the character and importance of teachers, would not be confined to the pupils of the Normal Schools, or the masters of the national system. Private masters and teachers of all kinds would be stimulated to improvement. They could not maintain their position against their new rivals without exertion. The new methods would be caught up; men who had undergone scientific training would be eagerly engaged as assistants in schools; and thus the new spirit and principles of improvement would take root in various places. Many to whom the present mindless and mechanical routine is a severe drudgery, would be struck with the effects of a rational system; a light would shine into their dark prison-house, from a quarter they had not thought of; the new form assumed by education would present matter for the exercise of their powers, and make their profession something to which they could devote themselves. The general educational movement would compel the community at large to entertain more just views on the subject. Its importance would overshadow the topics of the day. The established improvements having once excited public interest, would be laid hold of by the press, and set forth with its powers of exposition and eloquence. Persons who saw the results of the improved teaching in the children of others, would be content with nothing inferior for his own. Parental wishes, which, through ignorance, are the grand obstacles to improve-

ment in the education of the middle and wealthier classes,—requiring and enforcing a bad system, even from those whose own light would lead them to something better,—would become the most efficient agents of reform. By improvements effected in some directions, the standard of education would be raised everywhere. Through every fibre of society the impulse would be felt, communicating health and vigour.—*Lalor's (London) Prize Essay.*

Choice of a Teacher.—What I want is a man who is a Christian and a gentleman, an active man, and one who has common sense, and understands boys. I do not so much care about scholarship, as he will have immediately under him the lowest forms in the school ; but yet, on second thoughts, I do care about it very much, because his pupils may be in the highest forms ; and besides, I think that even the elements are best taught by a man who has a thorough knowledge of the matter. However, if one must give way, I prefer activity of mind, and an interest in his work, to high scholarship ; for the one may be acquired far more easily than the other. * * *

The qualifications which I deem essential to the due performance of a school-master's duties may in brief be expressed as the spirit of a Christian and a gentleman. * * * A man should enter upon his business as a substantive and most important duty ; and, standing in a public and conspicuous situation, he should study things “lovely and of good report ;” that is, he should be public spirited, liberal, entering heartily into the interest, honour, and general respectability and distinction of the community which he has joined. He should have sufficient vigour of mind and thirst for knowledge to persist in adding to his own stores, without neglecting the full improvement of those whom he is teaching.—*DR. ARNOLD.*

To Parents.—Education is, after all, a different thing from what many suppose it. They confine it to books, to classes, to lessons, and the professed teacher. No, it is not, in its most essential parts, so ceremonious a thing ; and it is always going on. Parents, your principles are education ; your temper is education ; your habits are education ; your governing desires and pursuits are education. The society you keep, and the conversation you maintain is education. These are silently, but potently working good or ill for your household every day, and every hour. If these are in harmony with your profession, you need not be diffident of results. These may still be wanted, the aids of science and art ; but the great elements of education are with you ; and your tender charge is training for the duties of this life, and the joys of a future, beneath the most auspicious influences.—*Dr. A. Reed, of London, England.*

A STRIKING FACT.—Sir Robert Peel, in the course of a speech lately mentioned the number of men who had risen, within the last eight or ten years, from the comparatively obscure social position in which they were born, to the post of Lord Chancellor—Lord Eldon, Lord Brougham, Lord Lyndhurst, Lord Plunket, and Sir Edward Sugden. “When I recollect their obscure origin, and their comparatively obscure position in society, and see them elevated by the power of their merits to the highest civil situation next the throne, I say this is the proudest homage to the democratic principle of the British constitution.”—*English Paper.*

SHORT SELECTIONS FROM AMERICAN AUTHORS.

Importance of Educating the Children of poor Parents.—There is far too much of a feeling existing, that education is only necessary for particular persons and conditions in life, and that as to other persons it may be dispensed with. The prevalence of this idea causes many parents to neglect the education of their children, judging that their condition in life will never demand extensive knowledge. No parent or guardian should draw such conclusions, even if their own condition in life might seem to render education unnecessary. A low condition in life, in thousands of instances, is brought about and entailed upon men by ignorance; and, had knowledge assumed its empire in such minds, it would effectually have changed their condition. Every parent ought to feel that education is the stepping-stone of advancement,—that the poor by its influence may become rich; the weak, strong; the simple, wise; the ignoble, honourable; the bond, free; the sinful and contaminated, pure. A true and perfect education will do every thing for man that he needs. In its perfect adaptation to man's wants, it should apply itself to his whole nature. It should reach the laws of his physical being, developing the resources of the world of matter; and showing the connection that man sustains to the material universe, and as an organized being the importance of the fullest expansion of all his faculties and powers. When education assumes this character, how much of sickness, weakness, imbecility of body and dwarfishness of stature will have disappeared before the light and power of science.

It should also reach the laws of his intellectual, or spiritual being, bringing into vigorous exercise the powers of the mind; expanding and maturing those intellectual faculties, which ally him to the Deity and render him capable of the exercise of reason, that Godlike excellence which elevates him above the lower order of creation.

It should also reach his moral nature, to correct the evils of sin, and induce within him those moral excellences which render life desirable and profitable. Wherever education shall be so adapted to the wants of man, its influence will be seen in all departments of society; correcting all the various evils of the world, and restoring men to that physical, intellectual, and moral elevation, which shall comport with the acknowledged end of his creation.

Importance of the Character of Common Schools.—None of us can easily determine how much is depending on the character of our Common Schools. The germ of greatness is there, whose history will be written in the weal or the woe of millions. Our miniature statesmen, rulers, labourers, and professional men are there,—the men and the women of the next generation, who are to live and act when their sires are sleeping in the dust. The teachers of this generation are moulding our sons and daughters for the next. Let us have, then, the best the land can furnish,—those, not of a mushroom growth, who began to be to-day and die to-morrow, but teachers tried, of experience, of good standing, permanent, who are in the work, who love the work, who have in short pledged their time, talents, energies, and hearts' affections to it,

and who look upon their employment as the gravest of all earthly callings ; and instead of being ashamed of their business, rather seek that their business may not be ashamed of them.

The Economy of Educating the People.—There is true economy in educating a whole people at the public expense, so far as they are willing to have it so. People so educated from the humbler walks of life, will be more homogeneous and in general more patriotic. It costs more to maintain vice and ignorance than it does to educate in virtue and knowledge. It costs more to support one policeman or one soldier, than it does to pay the schooling of fifty children ; and the fifty children grow up to be good conservators of public peace, rendering so far as they are concerned, all disciplinary inflictions, and all criminal adjudication unnecessary. There is nothing within the grasp of human effort like education. It creates the man anew. Its effects are to be seen in its transforming influence upon society in all its ramifications. The arts, the trades, the commerce, the agriculture, the manners, the morals and the divine charities and amenities of the people, are to a great extent, the product of education.

The prime element of greatness in a State does not consist in a rich soil, in the mineral resources of its bowels, in the serfs who toil for its nobles, nor in a combination of these and like causes that are extraneous to, and irrespective of the mind's symmetrical development, which can only be effected by an enlightened course of education, reaching down to the basis of society. Let all the youth in a community be educated to virtue, to knowledge, to self-reliance and industry, and crime and pauperism will cease ; the public exactions for the purpose of education will be paid with cheerfulness and pleasure ; and it will be soon understood that it is better and easier to educate fifty children than to support one policeman or one soldier.—*Teacher's Advocate.*

MISCELLANEOUS.

Extraordinary Qualifications in a Teacher.—It appears that the regulation making examination a pre-requisite to teaching, has had a favourable effect in securing to us a better class of teachers, independently of any rejections of candidates when subjected to this test ; for such rejections have been few. It is true that instances have now and then occurred in which the applicant was adjudged unworthy to receive a license ; and one county superintendent has particularly reported a case in which he rejected a candidate who pronounced the Mississippi the largest river in New England, and alleged that our Pilgrim Fathers landed at Plymouth 1647 years ago, with other facts in geography, history and

chronology equally new and astonishing to learned men. We are not apprised that the candidate attempted to give any history of the manner in which the Pilgrims were employed during the first sixteen hundred years of their residence in the country ; but it is suspected that they must have been engaged in expelling the Boetians from the territory. If so, however, it would appear that their labours had not been crowned with full and final success,—as it seems that here and there a remnant of the race still lingers in the land. It is, however, due to truth to state further, that the candidate thus rejected, subsequently engaged in a school and taught without a license,—having found a district that knew how

to place a more exalted estimate upon his learning, and that could more highly prize such singular qualifications as he possessed, than the superintendent was able to do.—*Extract from the Second Annual Report of the State Superintendent of Vermont.*

Wages of Teachers.—Look at the average wages of teachers in some of the pattern States of the Union. In Maine, it is \$15.40 per month to males, and \$4.80 to females. In New-Hampshire, it is \$13.50 per month to males, and \$5.65 to females. In Vermont, it is \$12 per month to males, and \$4.75 to females. In Connecticut, it is \$16 per month to males, and \$6.50 to females. In Pennsylvania, it is \$17.02 per month to males, and \$10.09 to females. In Ohio, it is \$12 per month to males, and \$6 to females. In Michigan, it is \$12.71 per month to males, and \$5.36 to females. Even in Massachusetts, it is only \$24.51 per month to males, and \$8.07 to females. All this is exclusive of board; but let it be compared with what is paid to cashiers of banks, to secretaries of insurance companies, to engineers upon rail-roads, to superintendents in factories, to custom-house officers, navy agents, and so forth, and so forth,—and it will then be seen what pecuniary temptations there are on every side, drawing enterprising and talented young men from the ranks of the Teachers' Profession.—*Mr. Mann's Eleventh Report.*

The Brave Boy.—Two boys of my acquaintance were one day on their way from school, and as they were passing a corn-field in which there were some plum trees, full of ripe fruit, Henry said to Thomas, "Let us jump over and get some plums. Nobody will see us, and we can scud along through the corn, and come out on the other side."

Thomas said, "It is wrong. I do not like to try it. I would rather not have the plums than steal them, and I guess I will run along home."

"You are a coward," said Henry, "I always knew you were a coward, and if you don't want any plums you may go without them, but I shall have some very quick."

Just as Henry was climbing the fence,

the owner of the field rose up from the other side of the wall, and Henry jumped back and ran off as fast as his legs would carry him.

Thomas had no reason to be afraid. So he stood still, and the owner of the field, who had heard the conversation between the boys, told him he was very glad to see that he was not willing to be a thief; and then he asked Thomas to step over and help himself to as many plums as he wished. The boy was pleased with the invitation, and was not slow in filling his pockets with the ripe fruit.

Which of these boys was Brave—the one who called the other a coward, but ran away himself, or the one who said he was afraid to steal, and stood on his ground?—*Common School Journal.*

Let Children Sing.—All children can learn to sing if they commence in season. We do not say all will have the same sweet voice of the nightingale; for some have naturally sweet, mild and soft voices, when they talk, while others speak in loud, strong and masculine tones. The same is true in regard to singing.

In Germany, every child is taught to use its voice while young. In their schools, all join in singing as a regular exercise, as much as they attend to the study of geography; and in their churches the singing is not confined to a choir, who sit apart from the others, perhaps in one corner of the house, but there is a vast tide of incense going forth to God from every heart which can give utterance to this language from the soul.

Children, sing! yes, sing with your whole hearts. David sang before the Lord, and it is meet that you should do the same; and always when angry feelings rise in your breasts, curb and check them by singing sweet and cheerful songs.—*Am. paper.*

Produce of New England.—A stranger passing through one of the mountain towns of New England, inquired, "what can you raise here?" The answer was, "Our land is rough and poor; we raise but little produce, and so we build school houses and raise Men."

EDITORIAL DEPARTMENT.

TEACHERS' CONVENTION OR INSTITUTES.

In the former part of this number (pp. 202-205,) we have inserted an extract from the last Annual Report of the Superintendent of Common Schools in the State of Connecticut on the subject of Conventions or temporary Normal Schools for Teachers; as also some remarks on the same subject in an extract from the Message of Governor Briggs to the Legislature of Massachusetts, pages 207-208. In several of the neighboring States, these Institutes are annually held in each county under the authority of Acts of the Legislatures, and according to regulations prepared for their management by the State Superintendents, and assisted to the amount of from fifty to one hundred dollars each to procure Lecturers and defray other necessary expenses, of which a detailed account to the State Superintendent is required under oath. These Institutes are regarded as of the utmost importance in promoting the efficiency of Common School Instruction; and no one can read the brief account of them which we have inserted without being impressed with the great advantages which would result from their judicious introduction into each District of Upper Canada. In his Educational Tour last autumn, the Superintendent of Schools intimated in most of the Districts the hope that his next annual tour might be connected with the establishment of such conventions, as well as School Libraries; and the intimation was in every instance received with lively satisfaction. In no way could the Provincial Superintendent during a part of the year more effectually promote the interests of general education, than by an annual visit to each District such as was made last autumn, and by addresses and counsels at meetings and otherwise exciting an increased interest in the great cause of popular education, and introducing and improving the general system in its various parts and applications. There is little probability of the Superintendent of Schools being able to repeat his intended visit to the several Districts during the present year. In the meantime, we direct the attention of District Superintendents and Teachers, as well as the Clergy and other friends of education, to the subject of Teachers Conventions or Institutes. We are persuaded that in every District of Upper Canada a sufficient number of competent Speakers and able Teachers may be found to conduct with interest and profit the exercises of one or more such meetings.

The graduates of the State Normal School at Albany are represented in the State Superintendent's last Report as having distinguished themselves and rendered most important service at several of these County School Conventions; and we doubt not but some of the Students in our own Provincial Normal

School will be able to render like service in District Conventions or Institutes of Teachers in Upper Canada. We hope the Legislature may be induced to encourage their establishment upon an efficient footing. To the article referred to, we beg to add the following remarks from the New-York School Journal for June, including a brief account of a Teachers' Institute held in the County of Schenectady :—

"The complicated machinery necessary to the organization of Teachers' Institutes under the law of 1847, has induced the department to furnish instructions in regard to the mode of procedure and management of these associations. There have been no means employed for the improvement of teachers and the assimilation of modes of instruction in the several branches of education that give better promise of success than Teachers' Institutes.

Those who will read the instructions and requirements of the State Superintendent, will readily see that Teachers' Institutes conducted in accordance with his suggestions, cannot fail to accomplish a large amount of good by elevating the standard of instruction, improving the discipline, and giving uniformity to the practical workings of our school system.

The number of Institutes held in this State, we apprehend, has been less this last year, because the complicated law under which they are to be organized was not understood. Some have been held upon the voluntary principle with which the system commenced. This being inadequate to their existence, they would have shared the usual fate of ordinary voluntary associations had not the State extended its patronage to them, and re-invigorated a system of National School Education that must supply the place of more extensive appliances until we can have as many well-endowed Normal Schools as may be requisite to supply our schools with Teachers educated for their business. We, therefore, look upon Teachers' Institutes as the great medium through which this system of professional education is to be brought out. The small appropriation made for their encouragement is undoubtedly antecedent to their full endowment, and the final establishment of Normal

Schools in all sections of the State. Much, therefore depends upon the correct application of the bounty of the State in the management of these associations; if the present means for their support be well and profitably employed, we have no doubt public sentiment will soon call for their increase, and finally for Colleges or Normal Schools at which young men and women may be thoroughly qualified as Teachers. All the Institutes held this spring have been in a high degree successful, and promotive of the progressive public sentiment to which we have alluded.

An Institute organized pursuant to law, has recently been held at Schenectady. The initiatory steps were taken under the direction of the State Superintendent, and all desirous of participating in the advantages of the Institute were enrolled as members, and daily sessions were held at the Court House, from 9, A. M., till 12 at noon, and from 2, P. M., till 5. The principal exercises of the day were as follows :

1st. *Committee of Errors*, consisting of three members of the Institute, whose duty it was to criticise and correct the errors in language made by any of its members during the preceding day.

2d. *Mental Arithmetic*, spelling, and the modes of teaching them.

3d. *Geography*, with exercises on the Outline Maps, Music, &c.

4th. *Algebra*, Reading and Education.

5th. *Lectures* by two members of the Institute upon matters pertaining to the office and duty of the Teacher.

6th. *Written Arithmetic*, and the best modes of teaching the same.

7th. *Punctuation or composition*.

8th. *Reading and Elocution*.

9th. *Drawing maps*, exhibition and description thereof.

The Institute was placed under the direction of Mr. S. R. Sweet, an experienced conductor of these associations. Among the resolutions adopted by the members of the Institute at Schenectady, we observe one in favor of *free schools*, and another in approbation of *Teachers' Institutes* as a means of elevating our Common Schools.

This is the first Institute ever held in

Schenectady county, and the first under the provisions of the law. It was well attended, vigorously and profitably conducted, and will tend greatly to advance the Common School interests of that county. We understand that several students of Union College, who had been Teachers and design to engage in the business again, participated in the exercises of the Institute."

SCHOOLS IN THE CITIES OF BUFFALO AND TORONTO.—The same School law obtains in Buffalo which has been enacted for Cities and Incorporated Towns in Upper Canada, with this slight difference—that in Buffalo the Members of the Corporation constitute the School Trustees or Commissioners for the City, while in Canada each Corporation appoints them, either from its members, or not, at its pleasure. But the machinery of the system and the principle on which the Schools are supported, are the same in Buffalo as they are in Toronto, or any other Incorporated Town in Upper Canada. We have heard no practical objection whatever to the machinery of the law; the practical objection has been to the *principle of supporting the Schools*. The only one of the sixteen City and Town Corporations in Upper Canada which has yet, as far as we know, objected to this principle by shutting up the Schools, is that of Toronto. We have heretofore shown, that when the Schools of a City or Town are properly arranged and established, the expense of the proposed efficient system of universal education will be less expensive to such City or Town than the past inefficient system of partial education has been. We copy the following from the *New-York State District School Journal* for the present month—leaving every reader to form his own opinion of the comparative intelligence and public spirit exhibited by the School proceedings of the Corporations of Toronto and Buffalo :—

"The City of Buffalo apportioned for the year 1848, the sum of \$19,000 for the support of her free schools. Of this amount, \$2,800 are for the purchase of a lot and house for the African School, leaving \$16,200 for the ordinary purposes of the schools. This is only about 40 cents per annum for each inhabitant,

which is certainly a moderate tax for the education of all the children of that city, especially when it is considered that its schools, to which every child has free access, are not surpassed in the State.

The success of the Buffalo Schools, affords unanswerable arguments in favor of the free school system."

FREE SCHOOLS IN THE STATE OF INDIANA.—It should not be forgotten that by Free Schools are not meant Schools to which access may be had without pay on the part of Parents and Guardians of Children, but Schools to which all may have free access by all paying according to property,—thus making the

Common Schools the Schools of the whole community by common access, common obligation, and common interest. This principle of Common School Education which has long been settled by the practice and intelligence of the New-England States, and of the Cities and Towns in other States, is engaging much public attention in Counties and rural Districts. The *N. Y. District School Journal* contains the following statement in respect to the proceedings of the Legislature of Indiana on the subject of Free Schools :—

“The Legislature of Indiana, at its recent session, passed an act submitting the question of free schools to the people at the election in August next. There are in Indiana upwards of 320,000 persons between the ages of 5 and 21, and of the entire adult population of the

State, it is estimated, that at least 38,000 are unable to read and write. The State Education Society has appointed Judge Kinney, of Terre Haute, a special agent, to travel throughout the State, and deliver addresses, and endeavour to awaken an interest in behalf of free common schools.”

SCHOOL PROCEEDINGS IN THE TOWN OF LONDON, U. C.—The following account, which we abridge from the *Western Canadian* of the 6th instant, exhibits a very noble spirit on the part of the Corporate Authorities of London—a gratifying contrast to what has occurred, under the same law, in the City of Toronto. The London Corporation seems to be in advance of the “highest municipal body” in Upper Canada :—

“Most gladly do we notice that the Board of Trustees seem to enter so practically upon their various duties in the improvement of the Common Schools in this town; and with no less satisfaction do we recognize the good example, and efficient services of the Town Superintendent, John Wilson, Esq., M. P. P.

“In connection with the recent establishment in this town of the new system, as taught in the Normal School, conducted by a gentleman who had been qualified at Toronto, the necessity of a system of Common School Education on a suitably large scale, has pressed itself on the Board of Trustees. A principal feature in the system which they have determined to adopt, is to have one school-house for the whole town, and to place it under the new methods of teaching with a sufficient number of competent teachers. The decided advantages of this plan being so evident to the Board of Trustees, that they petitioned the Council for a large appropriation. The petition was presented nearly a month ago, but was laid aside until

the Town Superintendent should be present to explain the whole of the projected system more fully. The opportunity for doing so having occurred on Monday last, the Board of Trustees and the Superintendent waited upon the Mayor and Council. Mr. John Wilson entered then into the subject at great length, and in a manner which seemed to give satisfaction.—Mr. Wilson pointed out that now there were four school-houses, ill adapted for the purpose, without sufficient room, unventilated, and at a rent of £50 per annum, the rental of which would more than pay the interest for the cost of a suitable school, which would accommodate all the children in the town. With regard to the system, Mr. Wilson advocated a union of all the children in the town for several reasons, and a systematic classification of the pupils, which would allow every youth of capacity to receive all the instruction he was capable of, by being promoted from class to class. He did not mean that all should be taught in the one room, but in several rooms, according to the advance they had

made. Mr. Wilson urged the economy of a central school in opposition to four schools employing inferior teachers, and of better qualifications in some parts of the town than in others; thereby leaving the poorest portion that most needed education, worst provided for; making ungenerous distinctions in the application of public funds, and disuniting the rising generation. He also pointed out the benefit of the smaller consideration, of a building and establishment on a large and respectable scale, it drew and attached youth to it; gave them occasion for a laudable pride, in having been educated therein, and added to the reputation of any community.

"Mr. Begg followed Mr. Wilson, and bore testimony to the success of Mr. Robert Wilson's teaching, and pointed out the entire unfitness of the present schools—their proportionate expensiveness and inefficiency.

"Mr. Buchanan urged the necessity of doing something immediately, as some of the school-houses were altogether unfit for winter use; he recommended the council to inspect the schools, and they would be convinced of the necessity of doing something to improve the state of Common School education, and of the adoption of a system on an adequate scale, for the population of the whole town."

On the 3rd instant, the Mayor and Council adopted a resolution appropriating for the erection of a School-house for Common School purposes the sum of £1000: £100 to be paid the present year; £200 in one year; £300 in two years; and £400 in three years.

PUBLIC MEETING IN FAVOUR OF FREE SCHOOLS IN THE LONDON DISTRICT.

—We are glad to perceive that a movement for the improvement of their Schools is commencing among some of the inhabitants of the London District. Such movements at primary meetings of the people—several of which we have had the pleasure of noticing—are the best indications of a growing interest in behalf of Common Schools, and the best means of improving them by diffusing correct information and embodying right views on the subject of education. We copy the following from a local paper:

"Pursuant to a requisition of the Trustees of School Section, No. 4, Westminster, a meeting of the inhabitants of said section was held on Saturday, the 1st inst., "for the purpose of taking into consideration the propriety of having the entire school section assessed for the support of the school, from henceforth, in pursuance of the eighth section of the amended School Act." The following resolutions were proposed and adopted:

Moved by Mr. Robert Frank, seconded by Mr. Thomas Jarvis;

Resolved,—That Mr. Robert Summers (Trustee) do take the Chair, and that Mr. Nathan Griffith do act as Secretary.

Moved by Mr. Robert Frank, seconded by Mr. Samuel Jarvis, (Trustee;)

Resolved,—That Education being a subject of most vital importance to mankind in general, and to every individual in particular, it is the interest and duty of every honest member of the community, and of every lover of social order and harmony, to aid in its diffusion among the rising generation—to render every possible assistance, and to give every incentive towards acquisition.

Moved by Mr. Richard Tunks, seconded by Mr. Eli Griffith;

Resolved,—That it is the opinion of this meeting, that the views of the Chief Su-

perintendent of Education, as expressed in his Circular to the Wardens of Municipal Districts, respecting the supporting of Common Schools according to property are quite reasonable and just.

Moved by Mr. Robert Frank, seconded by Mr. Samuel Jarvis :

Resolved,—That the Municipal Council of the London District at its next meeting, be requested by the Trustees to assess the sum of £25 upon the inhabitants of this school section, (in addition to the sum authorised to be raised by 9th Vic., chap.

20,) for the purpose of supporting the school from this date till the 31st December next, in pursuance of the 8th section of the Amended School Act.

Moved by Mr. Henry Frank, seconded by Mr. Charles Coombs,

Resolved,—That a set of Maps be immediately procured for the purpose of being suspended in the school room, to facilitate and illustrate the study of Geography.

ROBERT SUMMERS, *Chairman*.

NATHAN GRIFFITH, *Secretary*.

Westminster, July 3, 1848.

COMMON SCHOOL EXAMINATION AND CELEBRATION.—We copy the following from the Cobourg *Provincialist* of the 18th instant, as illustrating the operations of the Common School Act in requiring public quarterly examinations of Common Schools, and the growing interest thus created on the subject of popular education :—

Passing through Ernesttown on Wednesday last, we were informed that an examination of the school connected with No. 11 was then going on. Hastening to the place we found about four hundred of the most respectable part of the community assembled in a grove near the school house. Unfortunately the examination was over; but various circumstances tended to assure us, that it turned out to the entire satisfaction of all present. Large classes were examined in geography, English grammar, arithmetic, natural philosophy, and astronomy; and we were informed by J. Strachan, Esq., District Superintendent of schools, and several other gentlemen who witnessed it, that the examination throughout afforded the most gratifying proofs, not only of the diligence and success of the pupils, but also of the superior abilities and faithfulness of the teacher, Mr. M. D. Canfield. These having performed their part with great credit to themselves, the parents of the children and friends of the school provided an ample repast of cakes, pies, tea, &c., of which not only the scholars but all present partook with excellent gusto. Full justice being done to these good things, we were favored with excellent speeches, full of sound, practical remarks

on the duties of parents and children and the subject of education generally, from J. Strachan, Esq., the Rev. Mr. Plato, of the Lutheran church, Mr. J. Aylesworth, and the teacher, Mr. Canfield. This concluded the business of the day, and as carriage after carriage left the ground, happiness was depicted in every countenance: the teacher was happy because he had successfully discharged his duties, and his services and abilities were duly appreciated; the children because they had learned well and pleased their parents and friends; and the people, because they had a good school and an excellent teacher in Mr. Canfield.

A very gratifying circumstance connected with the examination is, that the teacher, scholars and friends of an adjoining school section, were invited to attend the examination and partake of the refreshments, free of any expense. The teacher of this school, Mr. Newbury, seems to be a friendly rival, in abilities and success, to Mr. Canfield; the greatest good will and a healthful commendable emulation exist between these gentlemen and their school sections. This is just as it ought to be; the gentleman who made the speeches, and others on the ground, spoke openly of the abilities and success of both teachers, and congratulated

ted themselves in having at the head of their schools, gentlemen to whom they could cheerfully and confidently entrust the education of their children. We wish all the school sections in Canada were in like circumstances, and they soon would

be, if, like the people in Ernesttown, they employed only respectable, qualified teachers, afforded them a handsome salary and always spoke well of them in presence of their children.

The Three State Normal Schools in Massachusetts.—The State Board of Education, in their last report, remark as follows :—

“ The Report of the Secretary is also to be referred to as containing a satisfactory statement of the present condition of the State Normal School. This statement is confirmed by the accompanying Reports of the various Visiting Committees; and the Board, deeply impressed with their responsibility for the character and influence of these important seminaries, desire it to be understood, that they unanimously concur in the favourable testimony which is thus borne in behalf of each of them.— The Board see abundant cause to be content with the services of all the teachers ;

and they only regret that the Legislative appropriation will not admit of making their compensation equal to their merits. The number of scholars shows that each school is in full operation; and while it appears that, in the aggregate, at least two hundred young men and women have thus, during a single year, improved the opportunity of qualifying themselves for greatly increased usefulness in the work of education, some idea may be formed of the vast extent of beneficial influence which must be exerted by these schools, as long as the legislature shall continue to sustain them.”

REPORT ON A SYSTEM OF PUBLIC ELEMENTARY INSTRUCTION FOR UPPER CANADA.—This Report, on its first publication, was assailed with much vehemence by certain of the Canadian press. Its principles were attacked and strangely misrepresented. To enable the Canadian public to judge of the truth and fairness of these representations, we have thought it advisable, though at a late period, to give the opinions of competent and impartial educationists in the United States. In the last number of this *Journal* we inserted the remarks of the *New-York State School Journal*; in the present number, (pp. 205–207,) we copy an article on the same subject from the monthly *Western School Journal*, published at Cincinnati, and “devoted to the cause of Education in the Mississippi Valley.”

An ingenious writer informs us, that in the English language all the words of necessity are derived from the German, and the words of luxury, and those most used at the table, from the French. The sky, the earth, the elements, the names of animals, household goods, and articles of food,—all these are the same in German as in English; the fashion in dress, and every thing belonging to the kitchen luxury, and ornaments, are taken from the French: and to such a degree of exactness, that the names of animals which serve for the ordinary food of man, such as an ox, calf, sheep, when alive, are called the same in English as in German: but when they are served up for the table, they change their names, and are called beef, veal, mutton, after the French.

"I believe one reason," observes Sir Walter Scott; "why such numerous instances of erudition occur among the lower ranks is, that, with the same powers of mind, the poor student is limited to a narrower circle for indulging his passion for books, and must necessarily make himself master of the few he possesses before he can acquire more."

A head properly constituted can accommodate itself to any pillow which the vicissitudes of fortune may place under it.

He who is satisfied with himself is beyond the hope of improvement. He has the clay of earth without the fire of heaven.

A gentleman will neither trample on a worm nor cringe to a king.

ACKNOWLEDGMENTS—To 18th July, *inclusive*.

Rem. from Messrs. W. Simpson, J. Hawkins, F. A. Tait, D. Y. Hoit, M. Bigger, R. Robinson, E. Foster; Rev. H. Wilkinson, Rev. J. Jennings; Supt. Simcoe, rem. and suba.—Supt. Midland District, rem. and suba. (many thanks.)

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AGRICULTURAL EDUCATION IN UPPER CANADA.

No. IV—AND LAST.

BY H. Y. HIND, ESQ., MATHEMATICAL MASTER, ETC., NORMAL SCHOOL, U. C.

The development of the Agricultural interests of Canada, is mainly dependent upon the actual tiller of the soil.

The advance in wealth and importance of a country so situated, rests entirely upon the national character of its inhabitants. With an energetic and improving population, who are not afraid of competition, and are willing to relinquish ancient forms and prejudices in favour of improved methods and advanced ideas, such a position is the one most likely to ensure a real and continued progress.

The many advantages which the Mother Country enjoys from the circumstance of a highly educated and wealthy class of individuals, scattered over every part of the land, being both able and willing to bring the appliances of continually improving science, and ample means to the assistance of Agriculture, induces a proportionally rapid progress. The experience, also, of generations has enabled farmers to establish certain empirical rules for the application of manures, and the rotation of crops, for every peculiarity of soil or climate, from which immense advantage is derived. The same rules organic chemistry suggests, and an acquaintance with the general principles of that science, will place the Canadian farmer in the cultivation of his comparatively new and unexplored soil, on a par with those who glean their mode of action from the success or failure of their ancestors. But while much applicable knowledge may be deduced from theoretical views, yet properly regulated experiment is doubtless the means by which useful and practical information must be obtained in Canada.

Agricultural experiments have a threefold object in view. The most important, perhaps, is the determination of a proper rotation of crops on different descriptions of soil. But since the varieties of soil are innumerable, the information derived from any class of experiments conducted in a few separate and distant localities, can not be considered as affording any precise rule of action for intermediate stations. "If a farmer without the guidance of just scientific principles, is trying experiments to render a field fertile for a plant which

it otherwise will not bear, his prospect of success is very small. Thousands of farmers try such experiments in various directions, the result of which is a mass of practical experience forming a method of cultivation which accomplishes the desired end for certain places ; but the same method frequently does *not* succeed—it indeed ceases to be applicable to a second or third place in the immediate neighbourhood. How large a capital, and how much power, are wasted in these experiments ! Very different and far more secure, is the path indicated by *science* ; it exposes us to no danger of failing, but, on the contrary, it furnishes us with every guarantee of success.”—(LIEBIG.)

Every farmer, however small his farm, would do well to establish a limited series of experiments for his own information. But such experiments should be conducted throughout the country according to one uniform plan and system. The mode of proceeding is sufficiently indicated by the nature of the information sought. Accuracy of description of every circumstance connected with the experiments is of paramount importance. It is not to be presumed that even an approximate analysis of the soil is to be obtained by the means which lie within the reach of the ordinary farmer ; but no difficulty presents itself in ascertaining whether the land is of a clayey or sandy nature, whether it is a calcareous soil or a vegetable mould. The nature of the experiments must in a great measure depend upon these considerations, and that the results arrived at may be of general utility, no experiment should be commenced without some special object in view, some definite and fixed subject of enquiry to elucidate. If this be not the case, the name of experiment is no longer applicable, and the probability of fallacious views being created by its means, is almost equal to the improbability of useful discovery attending its ultimate results ; and it has to be particularly borne in mind, that no experiment can be considered as constituting a proper source of information which does not embody a description of the mechanical condition of the soil and subsoil ; of the crops grown the preceding year ; the amount and kind of manure applied to the land ; an accurate description of its situation ; the depth to which it has been ploughed ; together with any particular circumstances relating to rain, temperature, period of sowing and reaping, diseases, &c. &c. An acquaintance with the general outline of the science of Organic Chemistry, and with the chemical constitution of soils, will direct the farmer in experimenting upon all varieties of soil, with reference either to rotations of crops, or the application of manures,—and it will also suggest to him those kinds and species of vegetables whose introduction into this new country is daily becoming a more desirable and advantageous attainment. A proper rotation of crops may be made to bear with much profit upon the produce of the dairy and the fattening of cattle. There exists under all circumstances a fixed ratio between the condition of a farm, and the number of live stock which can be most profitably kept upon it. The value of that ratio depends upon the cultivation to which the land is subjected, and particularly upon the rotation adopted. The keeping of a certain amount of live stock upon a farm, ought not solely to have reference to their mechanical power or dairy produce ; it frequently happens that care in the preservation of stable refuse, and a judicious application of the various substances of which that refuse consists, is indirectly a source of far greater profit than all the surplus produce of the dairy, and although farmers are apt to bring objections against a system which imposes an apparent excess of labour in a country where land is cheap and labour dear, yet it is to be re-

membered that experience tends to show that under ordinary circumstances, if the labour and capital expended upon thirty acres, cultivated according to the method too frequently observed in Canada, were to be concentrated upon twenty acres, the absolute value of the crops reaped from the smaller portion of land, would considerably exceed that derived from the imperfect cultivation of one-third the greater surface. In agricultural establishments, in which the importance of manure is duly appreciated, every precaution is taken both for its *production* and *preservation*. Any expense incurred in improving this vital department of the farm, is soon re-paid beyond all proportion to the outlay. The industry and the intelligence possessed by the farmer may, indeed, almost be judged of at a glance by the care he bestows on his dunghill. It is truly a deplorable thing to witness the neglect which causes the vast loss and destruction of manure over a great part of these countries. The dunghill is often arranged, as if it were a matter of moment, that it should be exposed to water collected from every roof in the vicinity, as if the business were to take advantage of every shower of rain to wash and cleanse it from all it contains that is really valuable. The main secret of the admirable and successful husbandry of French Flanders, may, perhaps, lie in the extreme care that is taken in that country to collect every thing that can contribute to the fertility of the soil.—(BOUISSANGAULT.)

It is not, however, to the farm-yard alone that the Canadian farmer must direct his attention in searching for the means of producing the most remunerative crops. In the application of marl, lime, wood-ashes, peat-ashes, common salt, gypsum, &c., a wide field of experimental research lies open before him, promising an abundant harvest of most useful and interesting information, and of that substantial kind, which immediately brings with it its own reward.

One object engaging yearly increasing attention in this country is, the breeding and fattening of cattle. Much, however, has to be accomplished, before a permanent improvement in that important department of farming operations can be accomplished. It is true that many enterprising individuals have imported at great cost to themselves, perfect specimens of various farming stock from the Mother Country, and by that means they have endeavoured to improve the different breeds in Canada. But can it be expected that the characteristics of those improved breeds will long remain unimpaired if they are not fed upon food best adapted to the wants of each individual species. Canada, however, does not as yet possess the means of accomplishing so great an undertaking; with the introduction of improved varieties of cattle, the mode and means of feeding them requires to be particularly attended to, and there is no department offering such ample scope for experiments, as attention properly directed to the grasses and oil-bearing plants adapted to the climate of this country and the wants of the farmer. It is not only with reference to the food of cattle, that the general introduction of proper varieties of the above-mentioned vegetables would be attended with advantage; increased facilities for improving the rotation of crops, and the quality of farm-yard manure would alike flow from such a desirable undertaking. Among the vegetables used in various parts of Europe for effecting these separate, yet intimately allied results are the trefoils, the clovers, lucerne, sanfoin, field-beet, sugar-beet, rape and sun-flower, &c. &c.

The mode and means of imparting the necessary information to the rising

generation of farmers throughout the length and breadth of the land, in order that they may be enabled to pursue a system of scientific and consequently successful husbandry, must be as general and extended as the field of operations is broad. The only mode which suggests itself of universal application, is the introduction of Agricultural Chemistry as a branch of elementary education in the common schools of the country. That the present system of Public Instruction in Canada implies the necessity and contemplates the introduction of this branch of learning in the Schools throughout the Province, is shown in the Chief Superintendent's '*Report on a System of Public Elementary Instruction for Upper Canada.*' (p. 141.) "Agriculture—the most important department of human industry—has not as yet been introduced, in any form whatever, as a branch of Elementary Education in our Schools. The Legislature has given some pecuniary assistance, and Societies have been formed with a view to encourage experiments and promote improvements in Canadian Agriculture; but experiments without a knowledge of principles will be of little benefit, and improvements in the practice of Agriculture must be very limited until the Science of it is studied." The means for providing that instruction is alluded to in the *Circular* of the Board of Education to the Municipal Councils of the several Districts and Cities in Upper Canada, (dated 4th August, 1846) wherein it is stated, that, "through the Normal and Model Schools, all the Schools in the Province will ultimately be provided with teachers, trained in the Country, and in the same system of instruction." The value and influence of Agricultural Associations will be immeasurably enhanced by the introduction throughout the country, of a uniform system of experiments founded upon scientific principles. The only mode of attaining such a system, is by affording the rising generation of farmers an opportunity of becoming acquainted with the principles of scientific husbandry. Whatever experiments they may then individually engage in, or whatever information their experience may afford them, will be estimated at its true value, and much of that sterling practical knowledge which is frequently exhibited at the occasional meetings of Branch Agricultural Societies, be comprehended and appreciated without danger of its being misapplied or soon forgotten.

From the Teacher Taught.

READING—MECHANICAL, INTELLECTUAL, AND RHETORICAL.

Correct reading is the first step towards the acquisition of useful knowledge. Orthography and the definition of words must precede reading, but all other studies follow after; and the success of the scholar in the pursuit of learning will depend very much on the degree of perfection to which he may have attained in this art.

In teaching children to read well, there are three distinct, and very different objects of attention: Reading may be taught as a *mechanical*, as an *intellectual*, or as a *rhetorical exercise*.

The *mechanical* part of reading consists in the modulation of the voice as to loudness, distinctness of articulation, and slowness, and in regard to propriety

of pronunciation, emphasis, tones, and pauses. No one can read to the edification of others without a careful attention to all these particulars. This part of reading is learned more by imitating good readers, than by the study of rules. Only here and there one would ever learn to sing, if all their knowledge of the subject were gathered from books. The Common School teacher must pursue a course similar to that practised by the teacher of music; he must read, and require the pupil to imitate his tones, emphasis, cadence, &c. Unless such an example be daily held up before the children, it cannot reasonably be expected that they will read mechanically well.

Those teachers, who hear a class read three or four times in a day, and direct one or another to read faster or slower, or to regard their pauses, but set before them no example for their imitation, do not teach with any effect. It would be as well to omit reading entirely, for they would be sure to acquire no bad habits.

Some teachers do not even correct their pupils when they read wrong, or, if they do, it is a correction without explanation; their attention, while the class read, is sometimes almost entirely occupied with doing a sum, mending a pen, or setting a copy.

In teaching the mechanical part of reading, it is well for the teacher occasionally to select short sentences, by which some rule may be illustrated, and read them as they should be read, and require each member of the class to do the same. If it be desired to illustrate the nature and power of emphasis, he may repeat a sentence like this: "Shall we get a lesson in geography to-day?" Let each scholar repeat it with the emphasis on *we*, and then with the emphasis on *geography*, and then on *to-day*; and let the teacher show them that a change in the emphasis would call forth a different answer. In a similar manner cadence may be illustrated. The following sentences may be used: "Hear instruction, be wise, and refuse it not;" and the pupils may be required to read it, making a full cadence of the voice at *instruction* and *wise*, and then without. By some such process all the rules that belong to mechanical reading may be clearly explained.

The *intellectual* part of reading is the most important, and the most difficult. It consists in teaching children to understand what they read. This is too much neglected; many children grow up without knowing that sentences, sections, chapters, and even books are a kind of pictorial representation of the writer's thoughts. A thing may be described by a picture or by words. The great object of teaching children to read is, that they may understand the picture, and derive information from the perusal of it. Children and youth often read as though they were performing a mere mechanical exercise, and as if a good reader was to be known by the marks of a good skater—by his velocity, and the variety of his evolutions. Let them understand that the object of reading is very different from the object aimed at in jumping a rope; that it is not for exercise, but to cull and to collect the writer's thoughts, and to preserve them for future use. In order to do this, children should be required to give the sense of what they read. This must be done in childhood, or, when they become adults, they will read without much benefit.

Teachers should question their pupils, with more or less particularity, according to time and circumstances, in regard to what they have read, and in

regard to the truth of any sentiments advanced in the lesson. They may also be questioned about the meaning of words, their composition and derivation, about the name of the writer, and respecting anything else suggested by the lesson, that is connected with the enlightening of the child's mind.

The importance of intellectual reading to the children of this Country appears from the fact, that the government here is in the hands of the people. Unless those who have the right of ~~sufrage~~ suffrage have also intelligence, they will be very likely to abuse the right.

I have no doubt there would be more harmony on moral, religious, and political subjects, if the number of intelligent readers of books were increased. There are in this land of liberty, where every one has the privilege of reading and thinking for himself, very many, who depend on others to think for them. Their opinions on all subjects are derived from some influential leader, whom they regard as an oracle of wisdom. This is a kind of liberty that ought not to be tolerated in this country; the liberty of receiving our opinions from others, without venturing to read and think for ourselves, is reducing the mind to a state of slavery. This will, to some extent, be the condition of every one, who is not in childhood and youth taught to read understandingly.

Said an eminent teacher in days of yore, "Were youth, while under the superintendence of parents, taught to *think* instead of chatter, the world would not be troubled with so many absurd and erroneous opinions, or such conceited matter."

It is true that all think in a certain sense; but that constant stream of thought that runs through the mind without any consciousness of effort, as when,

"..... in friendly chat,
We talk of this and then of that,"

is not the kind of thinking whose fruit is sound practical wisdom. Prone to mental as well as corporeal indolence, very many believe whatever they hear, rather than spend their strength in searching out "what is truth."

"To follow foolish precedents, and wink
With both our eyes, is easier than to think."

Unless the young are taught to examine subjects for themselves, by careful and laborious thought, they will not be likely to adopt correct principles for the regulation of their future conduct. They will be turned from an upright and honourable course by every alluring phantom, and whirled about, like a weathercock, by the breath proceeding from every mouth. Those who depend on others to think for them, are mere passive receivers of their opinions. They act just as they are acted upon, and become mere tools, to be handled by a few thinking and designing ones, who are ambitious to form a party and be dignified with the name of leaders.

The rhetorical part of reading consists chiefly in entering into the spirit of the author, so as to imbibe his temper and feelings. A scholar may read correctly and intelligently, but without any rhetorical effect. Perhaps it is not possible for every scholar to attain a high degree of excellence in this department. There are but few good orators, and but few good musicians; for a

similar reason there are but few good rhetorical readers. It is only here and there one, of all those who can read, that do read with force, variety, and, if necessary, with deep emotion.

Though rhetorical excellence is not expected in all readers, yet something can be done by the teacher to improve the style of a child's reading; he can break up that peculiar tone that is neither reading or singing, but a burlesque upon both; he can do something towards mellowing the voice that now "grates harsh thunder." It is a subject that is worthy of attention. If, however, the teacher himself has no skill or taste for such reading, I should not advise him to attempt to teach what he cannot practically illustrate.

The exercise of reading will be rendered more interesting, if each child in the class is occasionally allowed to select his reading lesson from any book he pleases, instead of reading the *set* lesson. Let this privilege be granted to those who are diligent, obedient, and faithful, and let it be denied to others. In this way it will operate as a stimulus to good conduct. This mode of reading unfolds to the teacher something of the character of the child's mind, and affords a better opportunity to benefit the child.

It will be found beneficial to appoint a few scholars to read to the school, once a week, pieces of their own selection. Let the appointment be made a week previous, giving sufficient opportunity to prepare for the exercise. Then let the teacher criticise the readers as to their manner of reading, and as to their taste in selecting pieces.

There is another important matter connected with this subject, which must not be omitted. It is the cultivation of a taste for reading in children. If they *can* read, but will not, they might as well have never learned. The teacher should take some pains to cultivate among his pupils a fondness for reading. This is generally a consequence of teaching scholars to read understandingly. If they get information from the perusal of books they will generally be fond of reading, but not always. There must be an acquired love of knowledge; the innate love of it, that exists to some extent in all, is not sufficient; it needs guiding and controlling.

A library in a district school is of great utility, for it enables the teacher, if he inspires his pupils with a love of knowledge, to gratify that desire to some extent, by furnishing them with books to read.

The legislative provision, that gives to districts the right of taxing themselves with a small sum for the purchase of a library, is, I think, judicious, and will no doubt be of great advantage to the youth in this Commonwealth. I am happy to be able to add, that a Library of interesting books for District Schools is now preparing, under the supervision of the Board of Education.

From the Massachusetts Teacher for June, 1846.

HOW TO TEACH AND LEARN GEOGRAPHY—PRIZE ESSAY.

[The following Essay was written by a Female Teacher, and read at the Semi-Annual Meeting of the Essex County Teachers' Association, April 29, 1848.]

The attainments of scholars depend very much on the ability and habit of apprehending distinctly the ideas conveyed by the words they read and hear.

The mind of one is a picture gallery, where all seems a living reality ; that of another is a garret, too dark to allow even its rubbish to be visible. Geography is a study valuable just in proportion as the pupil sketches in his own mind, correct, vivid, and permanent delineations of the objects described in the text book. A class, for instance, bring to the recitation the sentence, " Venice, at the head of the gulf of the same name, is built on seventy-two islands, joined together by 500 bridges, with canals for streets, and gondolas for carriages." The sentence falls with fluency from the lips of all ; but upon the canvass of one's imagination, the city is located, the gulf is outspread, the isles are depicted, the bridges are thrown from isle to isle, and the light gondolas float on the canals whose waters wash the very base of the houses. When that pupil, some weeks after, learns that " Osaka is the Venice of Japan," these six short words convey to the mind a vivid description of that Asiatic city. Never after, till memory forsakes her seat, will the word Venice fail to bring to that scholar's thoughts a picture of this " city of a hundred isles." But another scholar, who repeated the same words just as glibly, pondered not the sense, pictured not the object, fixed no localities, and added not a single permanent idea to his scanty stock. He learned only the words, and they are to him a shell which he has either not the skill or the disposition to break, and which will soon escape his feeble grasp.

Again, a class learn the words, " The largest of the pyramids is 500 feet high, and covers eleven acres of ground." Among those pupils on whose tongues the sentence trips nimbly, what a difference should we observe if we could look into their minds. A few have in imagination measured both the height and the base. To them it towers, almost as if within their vision, to the very clouds. They measure out its eleven-acre base, and travel on foot around it. The massive heap has to them not merely a name, but a habitation—a presence on the earth and in the sky. Others of the class have no distinct outline of the structure. They hardly know whether its top equals that of the neighbouring spire, or its base that of the county jail, so familiar to their eyes. It is enough for them that they do not miss the answer, that they lose no credit-mark by an imperfect recitation, or have not the mortification of being sent to their seats to re-learn their lesson.

Again, a sentence in the lesson reads, " The Moors, Arabs, Berbers, Egyptians, Abyssinians, and Fellatas, belong mostly to the Caucasian race, while the inhabitants south of the Desert belong chiefly to the African race." One scholar, to learn it, repeats the sentence over and over, till the words of the question, " To what race do the people of Africa belong ?" call up the words of the book. The other looks over the continent, surveys Morocco, Egypt, Abyssinia, and the other nations of Northern Africa, and gives to their inhabitants the speaking eye, the soft, long hair, the expressive features of the white man ; while to the other inhabitants of Africa, he gives their own sooty colour, frizzled wool, thick lips, projected heels, receding foreheads, and dull intellects. The former may give the sentence more exactly as it stands in the book than the latter, but the last has that in the eye and tone which shows to the discriminating teacher that the pupil has looked through the words to the sense beyond.

Illustrations might be brought without number. Geography properly learned, from beginning to end, is but furnishing to the mind a splendid pano-

rama of the world we live in. Delightful to the young soul is it when thus studied. The rivers wind along their circuitous banks, down mountainous precipices, over pebbly beds, now clear, now muddy, here broad, there narrow. He sees the whole scene, Alps above Alps, the gentle swelling hill, the lofty peak, the snowy summit, the cloud-capped height. The desert and the forest, the rolling sand, the lofty pines, the groves and vines, all know their places in the picture. The pupil who, in studying geography, thus turns his conceptive faculties to their best use, is furnished with enduring materials of thought. Those who learn but words, must plod their weary way over a barren desert, scarcely relieved by any verdant oases. To the one, nature and art throw open their multifarious and boundless treasures. He sits by his own fireside and makes the tour of the world, as by the magnetic wire. He treads the distant hemisphere, and soars to eagle heights. To the other, the book of nature and of art is a sealed volume, of which no "Open Sesame" reveals the beauties, the wonders, the realities.

How shall scholars be led thus to study? It is not enough that they commit their lessons to memory, and draw maps; though neither of these things should be omitted. It is as much the duty and the privilege of the teacher to open the mental eye to the world we live in, as to unloose the tongue to the names of the objects and to the expression of facts. The teacher must have faithful and accurate delineations on his own inner landscape. Words must to him convey meaning distinct and graphic. His own imagination must be trained to fill up the scanty outlines of the text-book. He will never impart a gift he does not possess. If with him geography is but a list of well-remembered questions and answers, vainly will you look to see the mass of his pupils make it any thing else. If, when he draws a map, he looks not beyond the blackboard or drawing-paper, neither will his pupils. He should read graphic descriptions—he should give his own mind to the subject. He should in fancy climb mountains, descend craters, explore mines, ascend domes, fish on coral reefs, and dive for pearls. He should skate with the Russ—smoke with the Turk—try the wooden shoe of the French, and toil with his brother Swiss. This will make the unseen real, and his manner of speaking will convey impressions to his class that will insensibly carry them beyond the words.

There is much gained by asking what may be called questions of instruction at the time of recitation. For instance, suppose the pupil states that "Mount Washington, the highest peak of the White Mountains, is 6,234 feet above the level of the sea, we may ask, "Is it more or less than a mile?" "How many feet is such a hill (naming one in the vicinity) above the level of the sea?" We should never give out a question of this kind, unless we know the answer, or know where to find it. The teacher who, day after day, gives three such questions to a class in geography, will do much to rouse their minds to thought and detain them on the sense, both in the hour of silent duty and that of cheerful recitation.

It is a very profitable exercise for pupils who have sufficient improvement to write legibly, to give them, now and then, by way of review, several lessons of written questions, the answers to which may be scattered over what they have already studied, or can be found in books within their reach, or to which the teacher has furnished answers in connexion with previous recitations, or

the answers to which may be found by reflection. To cite a few from the manuscript of a teacher.

"Which contains the greater number of square miles, Massachusetts or Ceylon?"

"Which contains the greater population?"

"How do their climates differ?"

"Where was the garden of Eden located?"

"What evidence that it was on the Euphrates?"

"Wherein are the Persians like the French?"

"Wherein are they like the Turks?"

"Wherein are they like the Germans?"

Another exercise which some teachers have found a valuable aid in carrying the minds of their pupils beyond the mere words, is a review by topics. Suppose, for instance, the class to have finished the lessons in the text-book on Europe, to have reviewed them by the book, and to have learned the set of questions just described. Each country may next be given out a topic, and the scholars may be required so to learn it as to be able to go to the outline map and recite it; not in the words of the book, but in an order designated by the teacher. Let them point out the physical, political, and civil features of the country. Suppose the topic to be France. The pupils goes to his outline map, bounds it entirely, points out its mountains, rivers, capes, and promontories; states its government and religion, its civilization and education, the employments, manners, habits, and character of its population, &c. &c.,—bringing all his general and statistical knowledge to the recitation. Many pupils, habituated to the exercise, thus digest, systematize, assimilate the previously learned, isolated facts, so as to double, at least, their value and interest.

The utility and desirableness of leading the pupils to take a realizing sense of what they learn, in this important and nearly universal branch of study, must be apparent to all who have ever thought of it. Let the teacher of this science realize the value of clear, distinct, and vivid conceptions, let him be sure to attain himself to such views; let his heart be set on seeing his scholars take correspondingly enlarged and lively views; and let him apply the imagination which God has given him to the invention of plans to effect the object, and he will surely be enabled to devise ways and means which will be more successful in his hands than any which can be suggested by another. His heart must go with his tongue. Thus our pupils will not only learn geography thoroughly, but their minds will be prepared to take realizing views in other branches of science. They will understand what they read. When they apply their minds to the great and all-important subject of religion, they will look at it definitely and clearly. They will be likely to take thorough and common-sense views. They will not be so liable as others to fanaticism or superstition. But they will be likely to take practical religion as well as theoretical to their hearts—to bless the world they live in by their deeds of Love.

From Day & Thomson's Practical Arithmetic.

SUGGESTIONS ON THE MODE OF TEACHING ARITHMETIC.

I.—QUALIFICATIONS.

The chief qualifications requisite in teaching Arithmetic, as well as other branches, are the following :—

1. A thorough knowledge of the subject.
2. A love for the employment.
3. An aptitude to teach. These are *indispensable to success*.

II.—CLASSIFICATION.

Arithmetic, as well as Reading, Grammar, &c., should be taught in *Classes*.

1. This method saves much time, and thus enables the Teacher to devote more attention to *Oral Illustrations*.
2. The action of mind upon mind, is a *powerful stimulant* to exertion, and cannot fail to create a *zest* for the study.
3. The mode of analyzing and reasoning of one scholar, will often *suggest new ideas* to the others in the class.
4. In the classification, those should be put together who possess as nearly equal capacities and attainments as possible. If any of the class learn quicker than others, they should be allowed to take up an extra study, or be furnished with additional examples to solve, so that the whole class may advance together.
5. The number in a class, if practicable, should not be less than six, nor over twelve or fifteen. If the number is less, the recitation is apt to be deficient in animation ; if greater, the turn to recite does not come round sufficiently often to keep up the interest.

III.—APPARATUS.

The *Black-board* and *Numerical Frame* are as indispensable to the Teacher, as tables and cutlery are to the house-keeper. Not a Recitation passes without use for the *Black-board*. If a principle is to be demonstrated or an operation explained, it should be done upon the *Black-board*, so that all may see and understand it at once.

To illustrate the increase of numbers, the process of adding, subtracting, multiplying, dividing, &c., the *Numerical Frame* furnishes one of the most simple and convenient methods ever invented.*

IV.—RECITATIONS.

1. The *first* object in a Recitation, is to secure the *attention* of the Class.

* Every one who cyphers, will of course have a slate. Indeed, it is desirable that every scholar in school, even to the very youngest, should be furnished with a small slate, so that when the little fellows have learned their lessons, they may busy themselves in writing and drawing various familiar objects. *Idleness* in school is the parent of *mischief*, and *employment* is the best antidote against *disobedience*.

Geometrical diagrams and *solids* are also highly useful in illustrating many points in arithmetic, and no school should be without them.

This is done chiefly by throwing *life* and *variety* into the exercise. Children loathe dullness, while animation and variety are their delight,

2. The Teacher should not be too much confined to his Text-book, nor depend upon it wholly for illustrations.

3. Every Example should be *analyzed*; the "why and wherefore" of every step in the solution should be required, till each member of the class becomes perfectly familiar with the process of reasoning and analysis.

4. To ascertain whether each Pupil has the right answer to all the Examples, it is an excellent method to name a question, then call upon some one to give the answer, and before deciding whether it is right or wrong, ask how many in the class agree with it. The answer they give by raising their hand, will show at once how many are right. The explanation of the process may now be made.

Another method is to let the class exchange slates with each other, and when an answer is decided to be right or wrong, let every one mark it accordingly. After the slates are returned to their owners, each one will correct his errors.

V.—THOROUGHNESS.

The motto of every Teacher should be *Thoroughness*. Without it, the great ends of the study are *defeated*.

1. In securing this object, much advantage is derived from *frequent reviews*.

2. Not a recitation should pass without *practical exercises* upon the black-board or slates, besides the lesson assigned.

3. After the class have solved the examples under a rule, each one should be required to give an *accurate account* of its principles with the *reason* for each step, either in his own language or that of the author.

4. *Mental Exercises* in Arithmetic, either by classes or the whole school together, are *exceedingly useful* in making ready and accurate arithmeticians, and should be *frequently practised*.

VI.—SELF-RELIANCE.

The *habit* of *Self-reliance* in study, is confessedly *invaluable*. Its power is proverbial; I had almost said, *omnipotent*. "Where there is a *will*, there is a *way*."

1. To acquire this habit, the pupil, like a child learning to walk, must be taught to *depend upon himself*. Hence,

2. When assistance in solving an example is required, it should be given *indirectly*; not by taking the slate and performing the example for him, but by explaining the *meaning* of the question, or illustrating the *principle* on which the operation depends, by supposing a more familiar case. Thus the pupil will be able to solve the question himself, and his eye will sparkle with the consciousness of victory.

3. He must learn to perform examples *independent* of the answer, without seeing or knowing what it is. Without this attainment, the pupil receives but little or no *discipline* from the study, and is *unfit* to be trusted with business calculations. What though he comes to the recitation with an occasional wrong answer; it were better to solve one question *understandingly and alone*,

than to copy a *score* of answers from the book. What would the study of mental arithmetic be worth, if the pupil had the answers before him? What is a young man good for in the *Counting-room* who has never learned to perform arithmetical operations alone, but is obliged to look to the *answer* to know what figure to place in the quotient, or what number to place for the third term in proportion, as is too often the case in school-ciphering?

From the Connecticut School Manual.

PLEASURES OF SCHOOL TEACHING.

The communication in the *Manual* upon the *Sorrows of School Keeping*, it seemed to me, did not tell the whole truth, only one side of the truth, and that, too, not the most desirable to have told. It is lamentable that teachers, who are engaged in a work necessarily attended with much perplexity and trial of patience, should be subjected to so many evils which are not necessary. Green wood housed in the ditch, broken windows, tardy scholars, and officious parents, are *needless* annoyances, and should be speedily removed. And being removed, I doubt whether the business of the teacher is any more *sorrowful* than any other employment or profession. With a convenient school-house, and scholars well supplied with books, I find more *pleasures* than *sorrows*, in teaching. There is, first, the pleasure of being engaged in a useful and noble work. No matter what public opinion says of teaching, it is, in itself, an employment as honourable as any other. Look at the common lawyer; forever meddling with other people's business,—looking into their little, foolish quarrels; blackening or whitewashing, as the case may be, some good-for-nothing character; familiar, for the most part, with the vices, cheatings, duplicity, and all manner of meannesses of mankind; and one would suppose, not without a fair share of perplexities, and annoyances;—is his profession altogether blessed? Is it most improving to his mind or heart?

Or the physician, working over the bodily bruises, sores, contagions and all manner of ills to which *flesh* is heir; riding, if not "*boarding*, round;" called up every dark and stormy night to leave wife and home, to attend the pressing calls of disease, which a bad night never fails to produce;—is his *calling* so very desirable? Is he free from anxieties, cares, troubles and all sorrows? Or shall the clergyman, with a half a dozen snarling parishioners finding fault with his orthodoxy, or with his stupid mesmerizing sermons, or with his partiality in visiting the people, or prying into his family to detect some deficiency,—shall be pronounced the happiest of men?

True all these men are about a useful and respectable work; but no more so than the teacher. What is a professor in college but a teacher? And his station commands the best talents; men leave other honourable professions to be teachers of students. Yet a college teacher does not do as much to form character,—the mental and moral habits of the young, as the teacher of a district school. He is with his class only one or two hours a day, scarcely knows their names, rarely passes a social five minutes with one of them, and cannot exert the influence upon character which the common teacher, who is with his scholars constantly, must have. Nor is the hearer of lessons recited in Latin and Greek and the higher mathematics, more improving to himself,

than hearing the lessons of the school is to the public teacher. *Opinion* places teaching in college in a higher rank, and gives it a steadier home and better pay. But whether it is more useful or honourable depends, not upon the station or kind of teaching, but upon the teacher.

There is, again, the pleasure, of watching the growth and development of mind. The district school teacher, above all others, has this happiness. Minds of all kinds and peculiarities are under his training, and at a time when their expansion is so rapid that it can be seen. There is pleasure in seeing the opening bud of the flower, and the amateur gardener is in raptures every morning as he visits his "vegetable children." It is one of the purest joys of life to watch the growth of whatever nature, through our agency, is forming and maturing. The teacher of children and youth has this joy. Under his training, one faculty after another of the young mind, is shooting up, and giving promise of what it is soon to become. In every child there are all the susceptibilities and faculties of a Newton, a Napoleon, or a Paul; and the teacher is watching to see in how many, or in what favoured one, these may exist in as great a degree. Half the distinguished men of our state and nation once sat, children, in the district school. And many of them enjoyed no advantage of instruction beyond this school. Probably four-fifths of all who will make themselves felt upon this world, in thirty or forty years hence, are now in these humble temples of learning; and the character and extent of their influence are every day being affected by the teacher. In all this there is a subject of pleasing reflection. How many men have blessed—and some have cursed, their early teachers! The teacher is conscious that he can turn those young faculties and susceptibilities into almost any channel; it is his express work to mould them into the noblest forms of manhood. And daily he can see them assume shape and permanence under his moulding hand.

To the teacher belongs the pleasure of *invention*. He can continually try new methods of teaching; see what manner of conducting recitation is best calculated to impress and discipline mind. He can experiment upon dull heads and upon bright ones. And one deeply interested in teaching, will continually be devising new ways of cultivating the temper, disposition, and whole character of his pupils. He finds this improving to himself, and profitable for the school.

On the whole, I cannot see why the business of teaching is not as full of pleasures as any other. Every calling has its cares and sorrows; even *doing nothing* is said to be a miserable business. Remove from teaching what need not and should not be incidental to it; give the teacher a home and a fair compensation, and he has no reason to complain above other men. One of the happiest men that I know is a school teacher, and has been for many years. He meets with more *truly* smiling countenances than the lawyer, physician, or minister. He improves himself as much as most men in other professions, and his usefulness is probably greater than it would be if he was in any other station. Let not teachers change their profession with the expectation of lessening their sorrows; but, if they love it, let them continue in it, and they will increase their pleasures.

Solo.

From the Common School Journal.

ADDRESS TO PARENTS.

Extract from a Teacher's Address to the Parents of his Charge.

"Where your treasure is, there will your heart be also." Yes, parents, whatever be that treasure, whatever be the object, or the objects which you most prize, around that object your heart, your affections, your deepest interests will twine. The efforts of your hands will obey the dictates of your hearts, and no labour will be spared to render the object of your love still more valuable and still more worthy of your high appreciation.

Do you hold railroad or bank stock? How eagerly do you watch for the amount of the annual dividends! You frequently meet with your brother stockholders to examine the security of your investments, and to concert measures for the advancement of your individual and corporate interests. Are you a farmer? How often do you visit your labourers at their work, and how minutely do you inquire of them at night, respecting their labours during the day. The market prices of produce are carefully examined weekly, that you may not lose by fluctuations at the weekly sales. All this is right. But still more; you are a *Parent*, and in your children you have an investment whose value no finite powers of calculation can determine or compute. How often do you visit the school-room to witness the progress of your children as they are advancing in their preparation for the high and responsible stations of active life?

How often have you sought an interview with teachers to inquire after the conduct and progress of your children in school; to inquire whether they are obedient or refractory; whether they are industrious or idle; whether they are making progress commensurate with your wishes and the privileges which they enjoy; or whether they are spending their time in idleness or play?

I know full well that your excuse for not visiting the school is a "*want of time*." But, parents, is this a valid excuse? Reflect for a moment. Is it true that the most precious treasure committed to your care is your children? Is it true that their characters, their happiness and usefulness in this life, and their happiness in a future state are to depend, in great measure, upon their education while young? Is it true that your children are soon, *very soon*, to become men and women? that they are to form a conspicuous part of society? that they are to dictate laws, habits and morals to future generations? Is it true that they are possessed of powers of mind, capable of indefinite expansion,—powers that may be made the means of illimitable usefulness or injury? Is it true that these minds are destined to an immortal duration? Is it true that these minds, now in embryo as it were, are entrusted to your care to be reared up and fitted for high and responsible stations in life, and, so far as your influence may go, for final felicity? Is it true that the *Common School* is the most effectual auxiliary in aiding you in this important enterprise and labour? To these queries, you give your entire assent. Is it true then, or, rather, ought it to be true, that *you find no time to visit the school*?

Parents and teachers ought to be one,—one in their interests, one in their feelings, one in their aims, one in their efforts. They ought to feel that they are labouring for the same great end.

Parents, will you, in future, try the experiment of visiting the school more frequently? If you find yourselves poorer for an occasional visit to the school-room; if you do not rather find yourselves richly rewarded by these visits, I will reimburse you fully for your time and trouble

C. H. NORMAL.

Springfield, Jan. 1848.

THE TRUE THEORY OF EDUCATION.

The true Theory of Education can only be developed by considering what the being is on whom it is designed to operate. Education is, according to its etymology, the leading out or unfolding of the human powers. It is obviously therefore a means for a certain purpose. To learn what that purpose is we must refer to experience, and we must investigate the capacities of the human being. These being ascertained, education is, in any particular case, an instrument for developing them. Now we know that man has not only physical and intellectual, but also moral and spiritual faculties, all of which education ought to take under its care. That education is incomplete which neglects any one of these faculties; and that education discharges its functions imperfectly which does not cultivate the faculties in such degree that their action may be well adjusted, and their general working harmonious. But if there appear to be any one of the faculties apart from whose influence the rest work indifferently or produce baneful results, and which is found when in healthful vigour to strengthen and control the whole nature, this power ought to receive the chief attention. The work, then, of education is to foster, strengthen, and raise the physical, intellectual, moral, and spiritual capabilities of man; but especially his moral and spiritual capacities, which alone can govern the others. Some important deductions flow from these principles. Education ought to be universal both in relation to each individual and the community at large; for it ought to be co-extensive with the capabilities on which it is intended to act. It is contrary to the constitution of man and to the designs of God for any one of our capacities to remain undeveloped. They err who neglect to educate the body, and they also err who neglect to educate the mind. These errors represent two different classes of men. A certain school of philosophy at least makes light of religious education; physical education also has been lamentably neglected by the teachers of religion. The latter error is now disappearing, but the former has been gaining ground; and this error is the more to be deplored because its consequences must be serious and lasting. If any one, certainly the religious faculty may be considered as the moving power of the human being. But for the peculiar political circumstances of England, any system of popular education which omitted direct religious culture would probably have been considered by thinking men as defective. The difficulties which stand in the way of an adjustment of conflicting claims may be numerous and great, and they may account for the diffusion of the mistake in question; but no difficulties can excuse, much less justify, a departure from the truth. Principles must be steadily asserted under adverse as well as favourable circumstances, and the result will at last prove far more satisfactory than anything which can ensue from expediency. Reli-

tion in education is all-important and indispensable, nor must the friends of a progressive civilization be deterred from proclaiming the fact by any apprehension that it may in some respects be turned to a bad account.

In truth a religious training is the only way of forming such a character as the trials and duties of life require both among the rich and the poor. The mere acquisition of knowledge, and even of habits of reflection, can do very little towards real happiness. What the people want is true wisdom and moral power, without which life is a scene of conflict and misery ; but wisdom and moral power are the peculiar gifts of religion.

Morality, therefore, should be taught in the schools in connexion with the sanctions of religion. Apart from religious sanctions morality may direct, but cannot control. Morality may enlighten and it may enjoin, but of itself it is powerless to govern ; it is preceptive, not impulsive, pointing out our path, but not urging us on to pursue it. Now it is power rather than knowledge that man wants ; and all genuine power for moral purposes has its source in religion. It may be well to remember that these distinctions of morality and religion are factitious and arbitrary ; they are not recognised in the Christian revelation. Religion includes morality, or rather, is morality as well as religion, comprising in itself whatever is necessary for man to know, do, and be, whether in this state or the next, in order to fulfil the Divine will, to perfect his character, and work out his highest good. Consequently, he that is well trained in the knowledge and practice of the Christian religion has received both a moral and religious education, and is fitly prepared for the duties of life.—*Schools, by Rev. Dr. Baird.*

From Dr. Ryerson's Report on a System of Public Elementary Instruction for Upper Canada, pp. 180-183.

BASIS OF THE COMPULSORY SYSTEM OF EDUCATION IN PRUSSIA, SAXONY, AND SWITZERLAND.

The subjects of popular education are the younger, and the immediate and necessary agents of it are the elder, inhabitants of the country ; and if the latter are indifferent and unfaithful to their duty, the former will grow up in ignorance, notwithstanding the provisions of the best laws, and the best exertions of the Government. One of the first steps then in a public work of this kind—a work which involves the interest of every family, and the future destinies of the country—is to excite parents and guardians to a sense of their moral and social obligations not only in respect to the establishment of schools, but as to the character and efficiency of those schools, and the due education of their children for the present and the future—for themselves, and their country.

These remarks suggest a collateral subject to which I desire to draw attention—not with a view of recommending its adoption, but in order to impress upon all concerned the principle which it involves. I allude to the compulsory attendance of children at school, as required by the laws of Prussia and several other States of Europe. The prevalent impression is, that such a law is arbitrary—despotic—inconsistent with the rights of parents and the liberties of

the subject. But what is the principle on which this law is founded? The principle is this, that every child in the land has a right to such an education as will fit him to be an honest and useful member of community,—that if the parent or guardian cannot provide him with such an education, the State is bound to do so,—and that if the parent *will* not do so, the State *will* protect the child against such a parent's cupidity and inhumanity, and the State will protect the community at large against any parent (if the term can be applied to such a character,) sending forth into it, an uneducated savage, an idle vagabond, or an unprincipled thief.

The parent or guardian is not isolated from all around him,—without social relations or obligations. He owes duties to his child,—he owes duties to society. In neglecting to educate, he wrongs his child,—dooms him to ignorance, if not to vice,—to a condition little above that which is occupied by horses and oxen; he also wrongs society by robbing it of an intelligent and useful member, and by inflicting upon it an ignorant and vicious barbarian.

To commit this two-fold wrong is a crime of the blackest character, whether cognizable by human laws or not; to protect childhood and manhood and society from such wrongs, is the object of the Prussian law, which requires the attendance of every child from the age of six to fourteen years, at some school—*public or private as the parent may prefer*; and if the parent is not able to pay for the education of his child, the State provides for it. The law therefore protects the weak and the defenceless against the strong and the selfish: it is founded on the purest morality and the noblest patriotism; and *although I do not advocate the incorporation of it into a Statute in this country, I believe it to be the duty of every parent to act in accordance with its spirit*. With what a noble race would Canada be peopled forty years hence, if every child from this time henceforth should receive eight years instruction in the practical arts and duties of life on Christian principles!

But it is erroneous to suppose that the Prussian law on this subject is an appendage of despotism. It exists in the democratic Cantons of Republican Switzerland, in a more elevated degree than it does in Prussia. A. G. Escher, Esq., manufacturer at Zurich, whose testimony has been quoted in a former part of this Report, gives the following evidence on this point, before the Privy Council Committee on Education. In answer to the question, "In the Free Cantons of Switzerland, is the education national and compulsory?"—Mr. Escher says: "In the Protestant Cantons it is entirely so. No child can be employed in any *manufactory* until he has passed through the Primary Schools; and he is further under the obligation of attending the Secondary Schools until his sixteenth or seventeenth year. And under all circumstances, and for every employment, it is obligatory on parents to send their children to the Public Schools until they are absolved from the obligation by an examination as to the efficiency of their education." In these Cantons the opinion of the people is, in the larger sense, the law of the land, yet so enlightened and so strong is that opinion, that it enacts laws, enforced by severe penalties, securing to every child such an education as is suitable to his intended employment in life.

The same elevated public opinion exists and operates in the free-States of Germany, as well as in despotic Prussia. On this point I will quote the testimony of an intelligent American—late President of the Senate of the State

of Massachusetts, and at present Secretary of the Board of Education at Boston—a man who has done much to advance the interests of education in his native State, and to whom I have had frequent occasion to refer. Mr. Mann says :—“ A very erroneous idea prevails with us, that this enforcement of school attendance is the prerogative of despotism alone. I believe it is generally supposed here, that such compulsion is not merely incompatible with, but impossible in, a free and elective government. This is a great error. With the exception of Austria, (including Bohemia,) and Prussia, almost all the other States of Germany have now constitutional Governments. Many of them have an Upper and Lower House of Assembly, like our Senate and House of Representatives. Whoever will attend the Parliament of Saxony, for instance, will witness as great freedom of debate as in any country in the world ; and no law can be passed but by a majority of the Representatives chosen by the people themselves. In the first school I visited, in Saxony, a lesson ‘ On Government,’ in which all the great privileges secured to the Saxon people by their Constitution were enumerated ; and both teacher and pupils contrasted their present free condition with that of some other countries, as well as with that of their own ancestors, in a spirit of congratulation and triumph. The elective franchise in this and in several of the other States of Germany, is more generally enjoyed, that is, the restrictions upon it are less than in some of the States of our own Union. And yet in Saxony, years after the existence of this Constitution, and when no law could be passed without the assent of the people’s Representatives, in Parliament assembled, a general code of school laws was enacted, rigorously enforcing, by fines and penalties, the attendance of children at school.”

OBJECT OF EDUCATION.

Education can have no higher object than the creation of happiness by means of the formation of character. This is the great object of the Deity himself ; and even if the power which education gives is regarded as an instrument, as a means to some outward result, still the mental and moral culture is a good in itself. It is important therefore that the purposes of education should be kept in their proper rank. That which is secondary must not, however good, be thrust into the first place ; and above all, that must not be altogether lost sight of, which in reality is in itself a most important result, if not the great end of education. The formation of character, then, to make (so to speak) true men and women, beings with their faculties complete, and, in consequence, with all their internal sources of happiness entire, full, and active—this should be an object carefully studied and diligently pursued. But here even superior minds halt behind the truth, making the chief object of education some extrinsic result—such as, in the case of males, fitness for the duties of their station in life ; in the case of females, such as may prepare them to be pleasing wives and useful mothers—aims excellent in themselves, but scarcely entitled to hold the first rank, if for no other reason than this, that an outward accomplishment does not of necessity imply such an inward culture as will ensure health and vigour of character, and that durable and growing happiness which attends on genuine personal excellence.—*Schools, by Rev. Dr. Baird.*

THE STATE SHOULD PROVIDE FOR THE EDUCATION OF TEACHERS.

If we expect improvements in agriculture, we must look to agriculturists for them; in mechanism to mechanics; in medicine, to physicians; and we must look to teachers for improvements in our schools. A teacher can make a district whatever he chooses, if he is well qualified and has the right spirit. The State has done much for colleges, and it is well she has, for every well educated man is a blessing to the community. But professional men act principally on mature mind; the teacher operates upon the mind of children and youth, in its most plastic state, and when easily moulded. Teachers, therefore, do as much for the state as professional men. Teachers should have the means for obtaining a necessary education at a moderate expense; the State should provide a seminary for the accommodation of one hundred and fifty or two hundred teachers, furnished with the best illustrations, and instructors qualified to deliver lectures on the subject of teaching and the laws of mind, and that the system of instruction be so arranged that in one term the course would be complete. Teachers' wages are so low that they cannot afford to educate themselves. The State cannot do an act better calculated to do good, than to provide for their thorough education. Teaching is not the effect of inspiration alone, and teachers do not drop down from the skies, nor are they made by nature more than any other men. We will not employ a physician without an education; but a committee will employ a teacher who knocks at his door, without enquiring into his education, moral character, and habits, and the parents will commit their children to his care, to have their minds and characters formed. It needs the most skilful person to take the young mind and develop its faculties, and to fit it for the high and noble employment for which God has designed it.—*Rev. M. Richardson, of Durham, Conn.*

GOOD REGULATIONS FOR THE PUPILS OF A SCHOOL.

From Mr. Thayer's Lecture before the American Institute of Instruction.

The most common fault in deportment, or neglect of the courtesies of life among school children, consist in the indulgence of boisterousness, uncleanness, rudeness of speech, disrespectful tones; and, indirectly, lack of order in relation to clothes, caps, books, &c., carelessness in regard to the property of others, or thoughtlessly meddling with others' affairs.

Among the regulations of a school of long standing, in one of our large cities, we find the following requisitions, which, with some exceptions, are connected with our subject; and reference to which I have thought would lead us to the consideration of those details, most profitable to the practical teacher and conductor of a school.

"Boys are required to scrape their feet on the scraper, and to wipe them on every mat they pass over, on their way to the school room; to hang their caps, hats, overcoats, &c., on the hooks appropriated to them, respectively, by loops prepared for the purpose; to bow gracefully and respectfully, on entering and leaving the school-room, if the teacher be present; to take their places immediately on entering; to make no unnecessary noise within the walls of the

building, at any hour whatever; to keep their persons, clothes, and shoes clean; to carry and bring their books in a satchel; to quit the neighbourhood of the school, in a quiet and orderly manner, immediately on being dismissed; to present a pen by the feather end, a knife by its haft, a book by the right side upward to be read by the person receiving it; to bow on presenting or receiving anything; to *stand*, while speaking to a teacher; to keep all books clean, and the contents of desks neatly arranged; to deposit in their places all slates, pencils, &c., before leaving school; to pick up all hats, caps, coats, books, &c., found on the floor, and put them in their appropriate places; to be accountable for the condition of the floor nearest their own desks or seats; to be particularly quiet and diligent, whenever the teacher is called out of the room; and to promote, as far as possible, the happiness, welfare, and improvement of others."

Under the head of "Prohibitions," are the following items, which it may be useful, in this connexion to introduce.

"No boy is to throw pens, paper, or anything whatever, on the floor, or out at a door or window; to spit on the floor; to mark, cut, scratch, chalk, or otherwise disfigure, injure, or defile, any portion of the school-house, or any thing connected with it; to meddle with the contents of another's desk, or unnecessarily to open and shut his own; to use a knife in school without permission; to quit the school-room at any time without leave; to pass noisily, or upon the run through the school-room or entry; to play *paw-paw*, *any* where, or at any game in the school-house; to retain marbles won in play; to whittle about the school-house; to use any profane or indelicate language; to nick-name any person; to indulge in eating and drinking in school; to waste school-hours by unnecessary talking, laughing, playing, idling, standing up, gazing around, teasing, or otherwise calling off the attention of others; to throw stones, snow-balls, and other missiles, about the streets; to strike, push, kick, or otherwise annoy his associates or others;—in fine, to do anything that the *law of love* forbids; that law which requires us to do to others as we should think it *right* that they should do to us."

INFLUENCE OF A CLEAN SCHOOL-HOUSE.

A neat, clean, fresh-aired, sweet, cheerful, well-arranged, and well-situated house, exercises a moral as well as a physical influence over its inmates, and makes the members of a family peaceable and considerate of the feelings and happiness of each other; the connexion is obvious between the state of mind thus produced, and habits of respect for others and for those higher duties and obligations which no laws can enforce. On the contrary, a filthy, squalid, noxious dwelling, rendered still more wretched by its noisome site, and in which none of the decencies of life can be obtained, contributes to make its unfortunate inhabitants selfish, sensual, and regardless of the feelings of each other; the constant indulgence of such passions render them reckless and brutal; and the transition is natural to propensities and habits incompatible with a respect for the property of others, or for the laws.—*Com. School Jour.*

MARKS OF A BAD SCHOLAR.

From Abbott's Teacher.

At the time when she should be ready to take her seat at school, she commences preparation for leaving home. To the extreme annoyance of those about her, all is now hurry and bustle, and ill-humour. Thorough search is to be made for every book or paper, for which she has occasion ; some are found in one place, some in another, and others are forgotten altogether. Being finally equipped, she casts her eye at the clock, hopes to be in tolerable good season, (notwithstanding that the hour for opening the school has already arrived) and sets out in the most violent hurry.

After so much haste, she is unfitted for attending properly to the duties of the school, until a considerable time after her arrival. If present at the devotional exercises, she finds it difficult to command her attention, even when desirous of so doing, and her deportment at this hour, is accordingly marked with an unbecoming listlessness and abstraction.

When called to recitations, she recollects that some task was assigned, which till that moment, she had forgotten ; of others she had mistaken the extent, most commonly thinking them to be shorter than her companions suppose. In her answers to questions with which she should be familiar, she always manifests more or less of hesitation, and what she ventures to express, is very commonly in the form of a question. In these, as in all exercises, there is an inattention to general instructions. Unless what is said be addressed particularly to herself, her eyes are directed towards another part of the room ; it may be, her thoughts are employed about something not at all connected with the school. If reproved by her teacher for negligence in any respects, she is generally provided with an abundance of excuses, and however mild the reproof, she receives it as a piece of extreme severity.

Throughout her whole deportment there is an air of indolence, and a want of interest in those exercises which should engage her attention. In her seat, she most commonly sits in some lazy posture—either with her elbows upon her desk, her head leaning upon her hands, or with her seat tipt forwards or backwards. When she has occasion to leave her seat, it is a sauntering, lingering gait, perhaps some trick is contrived on the way, for exciting the mirth of her companions.

About every thing in which it is possible to be so, she is untidy. Her books are carelessly used, and placed in her desk without order. If she has a piece of waste paper to dispose of, she finds it much more convenient to tear it into small pieces, and scatter it about her desk, than to put in a proper place. Her hands and clothes are usually covered with ink. Her written exercises are blotted, and full of mistakes.

A Teacher should be patient.—Almost every child has some trait which tries the temper of the teacher. He is stubborn or forgetful, idle or hasty ; these are great faults, but that of the teacher who loses his temper, is greater. Patience is a virtue which is especially demanded in the work of instruction ; but for this reason, above others, that all impatience on the teacher's part disturbs in a high degree the process of communicating moral truth.—*School Manual.*

MISCELLANEOUS.

Cicero on Books.—"Their study is the nourishment of the mind of youth, and the delight of that of old age. It is the ornament of prosperity, the solace and the refuge of adversity. Book studies are delectable at home, and not burdensome abroad; they gladden us at night, and on our journeys, and in the country." And D'Israeli says, "Amidst all his public occupations and private studies, either of them sufficient to have immortalized one man, we read with astonishment in the Familiar Epistles, of the minute attention he paid to the formation of his library and cabinet." And when sending his small collection (small, relatively, we mean) to any one of his several villas, he calls it "infusing a soul into the body of his house."

Stimulus to Education in China.—It is a remarkable fact, that there exists in China probably greater inducements, and higher prizes, for the successful exertions of her people in their native literature, than in any other part of the world; and the result is, that education is eagerly embraced by all who are not too poor to be enabled to afford the necessary time and expense. The theory of the Chinese Government professes to promote to the offices of state only such natives as shall have obtained a literary degree; and Government Commissioners are periodically sent round the country, to conduct the literary examinations in the several provinces, and to award the degrees. And though China is still groaning under the yoke of a foreign dynasty—the Mantchow Tartars—even the most disappointed of the native scholars allow, that, under this foreign government, literature is the usual road to rewards and honours; for though many high offices in China are given to the Mantchow Tartars, by far the greater part of the offices of the state are filled by Chinese scholars.—*Rev. G. Smith.*

Free Schools.—"It is, on all hands, acknowledged that the best hope of genuine patriotism is the complete instruction

of the whole population; and that the best securities of wise, virtuous, and paternal governments, are the cultivated faculties of the people, enabling them to discriminate between law and oppression, liberty and anarchy, protection and despotism; and, from the condition of mankind in other times and countries, to draw comparisons favorable to the happy condition of their own, while it should never be forgotten that a cultivated mind finds that resource in books and in intellectual pursuits, which constitutes the best security of public and private morals."—*Blair's Universal Preceptor.*

Profane Swearing.—The detestable practice of profane swearing is motiveless and gratuitous wickedness. It is a vice which neither gives any property to the poor man, nor any luxury to the vile one. It degrades even the clown to a lower state of vulgarity; and it would render the presence of even the most polished gentleman offensive and disgusting, if it were ever possible for a gentleman to be guilty of it.—*Hon. Horace Mann.*

When thou dost tell another's jests, therein
Omit the oaths, which true wit cannot need;
Pick out of tales the mirth, but not the sin:
He pares his apples who will clearly feed.

Power of Kindness.—No man has ever measured it, for it is boundless; no man ever seen its death, for it is eternal. In all ages of the world, in every clime, among every kind, it hath shone out a beautiful star, a beaming glory.

Development of a Bad Education.—Better fling a blazing torch into your neighbour's house, that mutter innuendoes against his credit. If it concerns you, inquire into it; and when you have discovered a fact, whether it be for or against him, out with it, for the truth can do no harm. If it does not concern you, leave it to those it does. To repeat a mere surmise, is, in most cases, to take part in the manufacture of a lie, for the gossiping weakness that prompts the repetition, craves, and can seldom deny itself, the

gratification of adding some little to its strength; and though the first inkling may have been born of a fact, the chances are a thousand to one against the final assertion, rumour-built and folly-fastened as it is, bearing any decent resemblance to the truth. — *Chambers' Journal*.

Remembrance.—In some instances, to recollect the instructions of a former period will be to recollect too the excellence, the affection, and the death of the person who gave them. Amidst the sadness of such a remembrance, it will be a consolation that they are not entirely lost to us. Wise monitions, when they return on us with this melancholy charm, have more pathetic cogency than when they were first uttered by the voice of a living friend who is now silent. It will be an interesting occupation of the penitive hour, to recount the advantages which we have received from beings who have left the world, and to reinforce our virtues from the dust of those who first taught them. — *Foster's Essays*.

Sign of Vanity.—Scarcely have I ever heard or read the introductory phrase—"I may say without vanity," but some striking and characteristic instance of vanity has immediately followed it. — *Franklin*.

Memory.—Without memory the judgment must be unemployed and ignorance must be the consequence. Pliny says it is one of the finest gifts of nature. Although there is something chilling in that sad, inevitable word, the past—although in looking through the thronged rolls of history and reading of all the dead passions, the fruitless anxieties, the vain unproductive yearnings of beings that were once as full of thrill life and feeling as ourselves, and now are nothing, we gain but the cold moral of our own littleness—still the very indistinctness of the distance softens and beautifies the objects of a former epoch that we thus look back upon; and in the far retrospect of the day gone by, a thousand bright and glistening spots stand out and catch the last most brilliant rays of a sun that has long set to the multitude of smaller things around them. — *Anonymous*.

Industry is the grand antagonist of crime as well as poverty. It is the salt which preserves from moral corruption. Were industry duly and universally inculcated in youth, and enlightened, encouraged, and honoured, we should have much less need of jails, and poor houses, and we opine of lawyers, than we have now—three items of expenses that consume much of our substance. The late Bishop Asbury, having, in one of his sermons, offered a bitter reproof to those who neglect the duty to their children, of bringing them up with moral and industrious habits, suddenly paused and said, "but you will say this is hard! Alas!" added he, letting his voice fall to a low and soft key, "it is harder to be damned!" And temporally speaking, it is harder to see them in the jail or poor house, or vagabonds at large. — *Anonymous*.

Talent and Genius.—Talent shows me what another man can do; genius acquaints me with the spacious circuits of the common nature. One is carpentry; the other is growth. To make a step into the world of thought is now given to but few men; to make a second step beyond a first, only one in a country can do it; but to carry the thought on to three steps marks a great teacher. Aladdin's palace, with its one unfinished window, which all the gems in the royal treasury cannot finish in the style of the meanest of the profusion of jewelled windows that were built by the genii in the night, is but too true an image of the effort of talent to add one verse to the copious text which inspiration writes by one or other scribe from age to age. — *The Dial*, U. S.

Truth.—A parent may leave an estate to his son, but how soon may it be mortgaged! He may leave him money, but how soon may it be squandered. Better leave him a sound constitution, habits of industry, an unblemished reputation, a good education, and an inward abhorrence of vice in any shape or form; these cannot be wrested from him, and are better than thousands of gold and silver.

EDITORIAL DEPARTMENT.

REPORT OF THE SUPERINTENDENT OF EDUCATION FOR LOWER CANADA, FOR THE SCHOLASTIC YEAR 1846-7. *Printed by Order of the Legislative Assembly, 1848, pp. 178.*

This elaborate Report, for a duplicate copy of which (English and French) we beg to thank the Author, Dr. Meilleur, was laid before the Legislative Assembly in March last. It contains a discussion of the various proposed systems of Educational Law for Lower Canada, exhibits the character of the opposition to the existing School Law, and presents a tabular view of the state of the Common Schools for the last six months of 1846, and the first six months of 1847. The contents of this document are as follows :—Letter to Provincial Secretary, page 3 ; Introduction to the Report, page 5 ; Report, page 6 : Principles of the present School Law, page 8 ; General Observations, page 18 ; Summary of the motives for retaining the Law, page 41 ; Defects of the Law, page 42 ; Different systems of Education proposed, page 43 ; Examination of the Systems proposed, page 45 ; Amendments proposed to be made to the Law, page 74 ; Remarks on the proposed Amendments, page 84 ; Other subjects of legislation touching Public Instruction, page 91 ; Statistical Tables and Remarks upon them, page 98 ; Circular No. 9, page 138 ; Forms, page 167 ; Circular No. 10, page 172 ; Circular No. 11, page 174.

It will thus be seen that the topics of this document are various, and that only a small part of it is devoted to the statement and exposition of the last year's School operations. From the Statistical Tables it appears that there were in operation during the Scholastic School year 1846-7, 1,613 Schools ; that there were 63,281 Children in the Schools ; that the sum of £23,247 4s. 8d. had been expended out of the Legislative Grant for the Salaries of School Teachers ; and that £6,444 12s. 0d. had been appropriated to the building and repairs of School-houses. It appears that since 1842, 494 School-houses have been built or repaired, for which £17,983 14s. 3d. have been expended out of the Legislative School Grant. No part of the School Grant for Upper Canada is allowed to be expended for the erection or repair of School-houses, or for the Salaries of the Provincial or District Superintendents ; but it is exclusively expended in payment of the Salaries of School Teachers.

We are not informed by these Tables, or in any part of this Report, of the whole number of Children of School age in the several Counties, or in Lower Canada at large ; nor of the amounts raised by local *Assessments* and *Rate-bills* ; nor of the length of time the Schools have been kept open by qualified Teachers ; nor of the classification of the pupils, and the subjects of study in which they are severally engaged. In the absence of these details, or of any

account of what is done in support of the Schools beyond the expenditure of the Legislative Grant for the Salaries of Teachers and the building and repairs of School-houses, no idea can be formed of the extent of Education, or of what the people are doing for its extension; in Lower Canada.

The population of Lower Canada is said to be larger than that of Upper Canada; of the annual Legislative grant of £50,000, £29,000 of it have been appropriated for the support of Common School Education in Lower Canada, and only £21,000 for the same purpose in Upper Canada. But the number of Schools reported in operation in Upper Canada in 1847 was 2,727; the number of children in the Schools was 124,829; the amount raised by the people by local voluntary taxation, in assessments and rate-bills (*in addition* to the Legislative grant, and in addition to the sums expended for the erection and repairs of School-houses) was £58,868 10s. 3d.; the number of School-houses was 2,537; the average time of keeping open the Schools throughout Upper Canada during the year, was 8½ months. We enter into no further details at present respecting the studies of pupils, the books used in the Schools, the comparative attendance of boys and girls, in Summer and Winter, &c. &c. &c. These will all appear in the Annual Report of the Chief Superintendent, in respect to every District and Township in Upper Canada. These few facts—the only points on which there are data in the School Report for Lower Canada to institute a comparison—may suffice to show that Upper Canada, upon the principles of equity, has hardly received its due share of the £50,000 School Grant.

Dr. Meilleur has made several allusions to Upper Canada, which are not quite correct in respect either to facts or the provisions of our School Law; but we do not think it worth while to advert to them more particularly. His Report contains abundant evidence of his intelligence, impartiality and candour, of his vigilant attention and patriotic devotion to the educational interests of his fellow countrymen, as well as of the formidable obstacles with which he has to contend on every side. The School Law in Lower Canada is different in various respects from that of Upper Canada. There are no local Superintendents there (which we think is a defect;) but Dr. Meilleur combines in himself the powers which are possessed by the Provincial and District Superintendents in Upper Canada, and directs the payment of the Legislative grant to each Teacher and local School corporation; the Governor, on the Superintendent's recommendation, can appoint School Commissioners in any Municipality where the people do not elect them, and those Commissioners have all the powers in School matters that are possessed by both our District Councils and Trustees. The Government likewise appoints the local Boards of School Examiners for the licensing of Teachers and the selection of School-books. These we regret to see, are *separate* Boards—Protestant and Roman Catholic.

We also regret to observe that the censorship of religious books is given to the Clergy. In Upper Canada, it is, where we think it ought to be, with the parents or guardians of children. The Superintendent there prescribes the forms and regulations for the Schools, and decides upon all disputed questions. The great principles and general provisions of the law Dr. Meilleur maintains to be good, and insists that its operations have been eminently successful and beneficial; while there are certain defects in its details which he specifies and desires to see remedied. We will not enter into any discussion or offer any general observations on the several topics of Dr. Meilleur's Report, but will conclude with a few extracts expressive of his views on the principal provisions of the law and the character of the opposition against it:—

Board of Examiners, Books, &c.

These Boards of Examiners are formed by the intervention of the Superintendent of Education, who is for this purpose the adviser and the organ of the Governor. The Superintendent furnishes the Boards with the seals and forms of certificates they require, and he is the official channel whereby publicity is given to the admission of Teachers, without subjecting the Boards of Examiners to one farthing of cost; the expenses incurred for this purpose being charged to the contingencies of his office.

Nevertheless, these Boards are, in their action, independent of the local and governmental authorities; and by the nature of their composition, and by that of the powers entrusted to them and of the duties imposed upon them by the Act, they afford a guarantee for a degree of integrity, uniformity and impartiality, in their proceedings, and of ability and moral character in the Teachers admitted, to which the systems of popular education in practice elsewhere offer nothing comparable.—(pp. 12-13.)

I ought not to forget here to mention, that the Boards of Examiners are of two separate and distinct kinds; that is to say, one of them is Catholic, for the admission of Catholic Teachers, and the other Protestant, for the admission of Protestant Teachers.

The Boards of Examiners have power to prescribe what books are to be used in the Schools which are under the control of the Law; and the School Commissioners being confined to one or other of the classes of Teachers mentioned in the 50th section,

and having no power to allow any books not approved by the Boards of Examiners to be used in the Schools under their control, it follows that the course of instruction to be pursued in each Elementary or Model School, and the kind of books to be used therein, are designated by the Law; excepting always such books as relate to morality or religion, the selection of which is the exclusive province of the Priest or Minister of the locality, as regards the children of his own religious persuasion. This right, with that of being a School Visitor, which the Law confers upon him *de facto*, gives him in the School as in the Church, that control which he ought to exercise over the moral and religious instruction of the children of his persuasion. —(p. 15.)

Superintendent of Education.

I am, indeed, of opinion, that the Superintendent of Education ought not to be a political character, so that he may be able to devote himself entirely to the department entrusted to him. I have, therefore, made it a point always to conduct myself in such a manner as not to allow my attention to be drawn from my duties by any considerations foreign to the important object to the attainment whereof the law has charged me to contribute; and I have constantly endeavoured to do this with a view to the general good of all, without distinction of origin, party or religious belief. So that, according to my view of the subject, if the existing law is defective in its provisions relative to the Superintendent of Education, the defect consists only in the

omission of enactments which should confer on him greater powers, empowering him to interfere more directly and absolutely in the local working of the law, whenever the School Commissioners should neglect or refuse to perform the duties assigned to them.—(p. 16.)

It is not unimportant to remark in this place, that the salary of the Superintendent and all the contingent expenses of his office, are paid out of the public chest and not out of the legislative grant for education, as certain enemies of the Act have stated and published. Not one penny is taken out of the fund last named, the destination whereof is special and sacred. It is employed solely in aiding the people to give their children the instruction of which they stand in need.—(p. 17.)

The present School Law and its Opponents.

In contending for the maintenance of the present Law and the conservation of its principles, I feel that I am performing a difficult—but an honourable task. It is difficult, because a number of persons have leagued together against this Law, and because, in certain localities, the inhabitants are violently opposed to it; but honourable, because I perform it from an honest and conscientious conviction, based upon observation and experience, and upon a mass of facts which no other person than myself has, by his position, the means of becoming so intimately acquainted with as I am. And the task of defending the principles of the present Law is honourable also, because, in defending them, I work earnestly for the success of the fairest cause in which the true friends of the prosperity and happiness of the country can now be engaged. I do not despair, therefore, of carrying with me, in this work, the best wishes not only of fathers of families and legislators, but also of every disinterested, independent, honest, and sensible man in the country. For who does not now feel how important it is not to turn the people aside from their course, not to make them lose (and for a long time perhaps) all confidence in every kind of Education Law, and not to revive in the hearts of those egotists who are ready to oppose everything, the irrational and cruel hope of seeing every system of public instruction annihilated.

Our efforts in the great work must be continued with ardor, and we must apply ourselves with new zeal to secure the success of those means which have been so generally successful in willing hands. As to those who bear no good will to the work and are determined to oppose everything, it is useless to endeavour to legislate to their tastes, unless we intend our legislation to be anomalous and monstrous, and to enact that henceforth nothing shall be done for the education of the people. Unless such were its character, no Education Law, though it should be sent down from heaven, would obtain their frank and sincere co-operation. For the rest, the present Law being generally known, liked and appreciated, and working generally well, changes in it which would please the inhabitants of certain localities would assuredly displease those who approve and support it, and would therefore constitute an act of exceptional legislation, for the purpose of the minority of the people of the country.—(pp. 19-20.)

Compulsory Provision for Elementary Education.

Compulsory provision for the purpose of educating the children of the people, resembles the Criminal Law in this, that it in no way interferes with or concerns the well disposed. Compulsion for the purpose of elementary education is compulsion only upon those who are indifferent, apathetic, ill-disposed or opposed to popular education; for those who are well disposed and friendly to education are in no way constrained by this compulsion, since, according to the equitable provision which requires from those liable to contribution such sums only as are proportionate to their means, they pay less towards the amount required by law, than they so generally and laudably paid under the voluntary system. Now the number of such persons is great in this country, and to legislate for those who are thus opposed to them on the subject of the Common School Law, would be to legislate for a very small minority of the people.—(p. 34.)

Policy of the Opponents of the Law.

If the present School Law were really bad, it would not require so much trouble,

so much running about, so much argument, so much speechifying, nor so much agitation, to prove it so. A thing really bad is soon found out and perceived to be so, the defects of its nature soon become apparent in some way or other. If the Law then were really bad, it might have been safely left to time and experience to prove it so. This would have been a sure and simple method to which sensible men, friendly to popular education, could have made no reasonable objection.

But the decriers of the School Law were not willing to leave the *habitans* to put it quietly to the proof. They banded themselves together against it, and there are no means which they have not artfully tried for the purpose of preventing it from working. It is clear then that they were afraid (and with good cause) of the effects of time and experience. In fact, the decriers of the Law, impatient for the attainment of their purpose, hastened to proclaim it unjust, tyrannical, and unpopular. They feared the result of the experiment: which they

knew would have the effect of undeceiving the people; and this has been precisely its effect in every place where these wandering and raving agitators have not made their appearance for the purpose of perverting the too credulous *habitans*, and of persuading them that the School Law was vicious, that it was their duty to oppose it by every means in their power.

We may therefore conclude that the present Law is only bad for those who have made it so, and that its working has been difficult, useless, or null, for those only who have wished it to be so, or who have been imbued with the pernicious doctrines of perverse and ambitious men, interested in leading them astray. For whenever the inhabitants, left to themselves, have acted with a good will and in good faith, the Law has been attended with happy results, under the favourable auspices of the members of the Clergy of every persuasion, and of the School Commissioners and other friends of education.—(p. 40.)

Working of the new School Act in the Town of Niagara.—A striking contrast is presented between the City of Toronto and the Town of Niagara in the support and prospects of the Common Schools. The corporate authorities of Niagara, instead of shutting up the schools to gratify wealthy or party selfishness, nobly provide for educating *all* the children in the Town, and animate the exertions of the teachers and pupils by opening the Town Hall for a public examination of them, and for the distribution of prizes to the most meritorious pupils of the several schools. What a different feeling would have been produced in the City of Toronto by a public school examination and exhibition of all the pupils of Common Schools of the City in the City Hall, from that of shutting up the schools and leaving the children to wander about in ignorance, idleness, and vice. It appears that there has been an increase of more than *eighty per cent.* in the attendance of pupils in the Town of Niagara since the present Act came into operation. We copy the following from the *Niagara Mail* of the 2nd instant; and it is delightful to see the authorities and inhabitants of that ancient Town evincing so lively an interest in the education of the mass of their youth:—

“ On the 28th ultimo, the scholars attending the different Common Schools in Town were examined in the Town Hall, which, though large, was filled to over-

flowing with children and persons who took an interest in the scene. We regretted that imperative duties prevented our attendance. We understand the active

Town Superintendent, JOHN POWELL, Esq., announced that the increase of children attending the Common Schools, since the present School Act came in force, is 174 over last year. The following Prizes were awarded by the Trustees on the occasion :—

FOR GOOD CONDUCT.

To Joseph Steel, attending Mr. Shaw's school, 1 prize; James Carnachan, under Mr. J. M. Dunn, 1 do; Jane Chrichton, in Miss Eedson's school, 1 do; Eliza Druce, in Mrs. Willson's school, 1 do; John Kennedy, in Mr. Luoney's school, 1 do.

HISTORY, GRAMMAR, WRITING, READING, SPELLING, GEOGRAPHY, AND ARITHMETIC.

Mr. Shaw's 1st Class.—Andrew Carnachan, 1st prize; Jane Hutchinson, 2nd do; Samuel Malcolmson, 3rd do; Robt. Christie, 4th do; James Gash, 5th do.

2nd Class.—Reading, Spelling, Writing, Grammar, Geography, and Arithmetic.—George Kay, 1st prize; Sophia Brady, 2nd do; William Christie, 3rd do; Barbara Dunn, 4th do; Jane Petley, 5th do.

3rd Class.—Writing, Reading, Spelling, Arithmetic, and Grammar.—Thomas Howard, 1st prize; Thomas Stevenson, 2nd do; Elizabeth McBride, 3rd do; Janet Carnachan, 4th do.

4th Class.—Reading, Writing, Arithmetic, and Spelling, under the instruction of Mr. J. Dunn, Assistant.—James Newman, 1st prize; John Painter, 2nd do.

5th Class.—Reading, Spelling, and Writing, under Mr. J. M. Dunn.—Ann Hutcheon, 1st prize; Jos. Beard, 2nd do; Wm. Meneilly, 3rd do.

6th Class.—Reading and Spelling, under Mr. J. M. Dunn.—Walter Turrill, 1st prize; Hamilton Campbell, 2nd do; Harlo Trumble, 3rd do.

The total number of pupils present, belonging to Messrs. Shaw and Dunn's school, were 193.

MRS. MARY WILSON'S SCHOOL.

1st Class.—Reading, Spelling, Writing, and Arithmetic.—Elizabeth Leich, 1st

prize; Jane Lavender, 2nd do; Sarah Shark, 3rd do; Margaret Lavender, 4th do.

2nd Class.—Reading, Spelling, and Writing.—Mary Ann Gardener, 1st prize; Sarah Roddy, 2nd do; Martha Kennedy, 3rd do; Isabella Gash 4th do.

3rd Class.—Reading, Spelling, and Writing.—Elizabeth Hawn, 1st prize; Maria Kemaley, 2nd do.

4th Class.—Reading and Spelling.—Fanny Leich, 1st prize; Mary Ann Petley, 2nd do.

Total number of children belonging to Mrs. Wilson's school, 55.

MISS EEDSON'S SCHOOL.

1st Class.—Grammar.—Prize to Miss Maria Finn.

2nd Class.—Grammar.—Rebecca Jolly, 1st prize; Sarah Bishop, 2nd do.

1st Class.—Arithmetic.—Prize to Salom Eedson.

2nd Class.—Arithmetic.—Jane Andrews, 1st prize; Susan Mandifold, 2nd do.

1st Class Geography.—Prize to Miss Agnes Kay.

2nd Class.—Geography.—Prize to Susanna Fairfield.

1st Class.—Reading.—Anna Langel, 1st prize; Martha Chrichton, 2nd do.

The number of pupils belonging to the above school is 57.

CATHOLIC SCHOOL.—MR. LUONEY.

1st Class.—English Grammar, Reading, Writing, and Arithmetic.—Prize to Jas. McGain.

2nd Class.—Reading.—John Sinnon, 1st prize; John Murphy, 2nd do; James Ryan, 3rd do.

3rd Class.—Reading.—Philomene Kennedy, 1st prize; Margaret McNally; 2nd do; Mary Ann Morley, 3rd do.

Writing.—David Lanagan, 1st prize; John Kearns, 2nd do.

2nd Class.—Arithmetic.—Susan Kennedy, 1st prize; Mary McGuire, 2nd do; Johanna Anderson, 3rd do. Number in attendance, 72.

We are informed the number of children examined on the occasion, was 377."

PROFANITY IN SCHOOL TEACHERS.—In the printed Forms and Regulations for the organization and government of Common Schools in Upper Canada, it is said,—in reference to giving certificates of qualification to candidates for School-teaching,—“No *profane* or *intemperate* person ought to be

employed in the instruction of youth." A local Superintendent in the neighbouring State of New-York having rejected candidates upon the ground of profaneness, it was made the subject of representation to higher authority; and the following is the very just and enlightened decision of the State Superintendent on the subject :—

*Secretary of State's Office,
Albany, 21st July, 1843.*

SIR,—You desire to know whether habitual profanity should be regarded a disqualification in persons presenting themselves as Candidates for School Teachers.

Among the qualifications required for a School Teacher, a good moral character is not the least important.—He may be a proficient scholar, and may possess undoubted ability to impart instruction with success, but if his instruction is immoral in its tendency it is worse than ignorance.

Profanity is not less a violation of morality than falsehood, drunkenness, or theft.

It begets a recklessness of thought and action—a moral vacuum, where every vice may find a sure receptacle; and in tender youth, a person entrusted with their character, their prospects, and their usefulness, it should not and cannot be allowed.

Your refusal to grant certificates to Teachers who are addicted to habitual profanity is therefore in strict accordance with the rules of this Department, and meets my approbation.

Yours respectfully,

CHRISTOPHER MORGAN,
Supt Common Schools.

Mr. C. D. KEATON, &c. &c.

EDUCATIONAL RELATIONS BETWEEN UPPER CANADA AND THE UNITED STATES.

—We copy the following very candid and generous remarks, in answer to some remarks of our own, from *The District School Journal of the State of New-York* for the present month. We are happy to find, from so satisfactory authority, that we have been misinformed in respect to the employment of efficient British Teachers in the United States. It may have been the *qualifications* and not the *Country* of the British applicants that prevented their success. We hope our own Legislature will not be less liberal than that of our American neighbours, and that the nationalities of the two Countries will more and more link reciprocal courtesy and mutual respect and good-will with independent and emulating patriotism :—

The Journal of Education for Upper Canada in reply to our remarks upon the inhibitory provisions of the Provincial School Law, asks "whether we, or this government, would encourage or allow, the use of Foreign books in the Common Schools of the State of New-York, which reflected upon the Institutions and character of the American people? Would they patronize school books which contained paragraphs, lessons, and orations, denouncing the government of the United States as a tyranny, its people as tyrants or slaves, its Institutions as incompatible with human freedom? We are sure they would not. We are satisfied that the most enlightened educationists in the United States will say, that their Institutions do not require the

support of this peculiarity in their school books, and the removal of it will be honorable to themselves, and terminate the objection to the use of their books in the schools of other countries."

We admit there is force in this objection to what is certainly an unnecessary feature in our text books. The former relations of the two countries have given rise to sentiments and feelings, which succeeding generations, it is hoped, will never learn by experience. The school books partook of the spirit which existed at the time of separation, and probably exerted no small influence in securing attachment to our Institutions. The reflections upon the laws of the mother country were but the natural language of a child whose maturity was

disputed and successfully demanded. The parent and the child have since acquiesced in the events of that period, and there is now no necessity for fostering a spirit so naturally engendered by the separation, yet so repugnant to a generous and honorable amity.

In this respect the character of our school books is changing rapidly. Every new accession brings a more liberal spirit, and will soon relieve our neighbours from these embarrassments.

We are pleased to learn that there is a prospect of engrafting District School Libraries upon the school system of Upper Canada, and that no objections will be urged against many of the admirable works which constitute the common School Libraries of this State and Massachusetts.

As to the employment of Teachers from the United States, the Superintendent says in his report, "that less evil arises from the employment of American Teachers than

from the use of American school books."

We do not see how a reciprocity of feeling and effort can exist until this inhibition is removed. We hope our respected cotemporary has been misinformed of "Canadian applicants having been rejected upon the ground of their being *British* subjects."

We are confident this is not a general rule in New-York, where the highest aim of school-officers, it is hoped, is to secure the best Teachers. The fact is, the proximity of this State to the Canadian Provinces should prevent all national jealousy, and encourage a generous emulation for improvement; and it affords us pleasure to observe that the good spirit of the *Journal of Education*, and the enlightened devotion of the Chief Superintendent of Common Schools to the interests of Education, evince no lack of determination to cultivate the most friendly intercourse with the Teachers of this State, by whom their courtesies will be cordially reciprocated.

ACKNOWLEDGMENTS—To 23rd August, inclusive.

Rem. from W. James, Esq., D. C., Rev. W. Pollard, Mr. J. McCaffray, Supt. London District, Supt. Home District, F. Hyde, Esq., Mr. D. McLean—Supt. Simcoe District, 2 rems. and subs. (many thanks), Rev. W. H. Poole, rem. and sub.

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LECTURES

Delivered by the Chief Superintendent of Schools in the several Districts of Upper Canada during his official tour, September to December, 1847.

LECTURE I.—THE IMPORTANCE OF EDUCATION TO AN AGRICULTURAL PEOPLE.

In my published Circular addressed to the Common School Officers of the several Districts, I have intimated my intention of addressing you on the "*Importance of Education to an Agricultural, a Manufacturing, and a Free People*;" a subject ample to fill a volume, and any one part of which is more than sufficient to exhaust the time that I can venture to hope for your willing attention. My remarks must, therefore, be in proportion to the time allotted for a public discourse, and not to the magnitude of the subject itself.

Man is endowed by his Maker with physical, intellectual and moral powers; he sustains a three-fold relation to the world around him, according to the three-fold class of powers with which he is endowed; he requires a corresponding preparation for the duties of that three-fold relation. That preparation is properly termed Education. It is our apprenticeship for the business of life. The rudiments of that apprenticeship are the same in all departments of life; but it varies in its more advanced stages according to the particular profession or employment which we may pursue, whether of law, or medicine, agriculture, commerce, or mechanics, &c. What is rudimental or elementary in Education is essential to the successful pursuit of any one of the several departments of human activity and enterprise. All must learn to read, to write, to calculate, to use their native tongue—the farmer as well as the lawyer, the mechanic as well as the physician; in addition to which each must learn that which will give him skill in his own peculiar employment.

Agriculture constitutes the most extensive as well as most important branch of human industry; and the importance of Education to an Agricultural people is the first topic on which I am to address you; the topic to which I shall devote the present discourse.

But when I speak of Education in reference to Agriculture, I do not mean the same thing as when I speak of it in reference to navigation, or manufac-

tures, or commence, or to the learned professions. I mean such an Education as the successful pursuit of Agriculture requires—such an Education as the interests of an Agricultural people demand. There is, indeed, a kind of Education, so called, which is often both protracted and expensive, and which is sometimes given to farmers' sons, but which is the reverse of any connexion with Agriculture—which indisposes to it—which alienates from it—which excites contempt of it. But the application of the term Education to such a course of instruction, is a misnomer; it is an abuse of it, as the infliction of such a training is an abuse of the youth who is subjected to it. Yet the disappointment and bitter fruits produced by this false Education—and almost as common as it is false—has created not a little prejudice on the part of many agriculturists against Education itself, and a wide spread indifference to it. But as well might we object to Government itself, on account of the abuses which have been fostered and practised under its auspices; as well might we be indifferent to Commerce and Agriculture, on account of the frauds and follies which have been committed by cupidity and ignorance in the pursuit of them; as well might we reject Christianity itself, because of the vanities and corruptions, and inhumanities which have borrowed its name. The fact is, that the Education of agriculturists has formed no part of the policy or care of Governments,—and especially of our own,—down to a very recent period. Ample foundations were provided, and liberal endowments made for classical, theological, medical, and legal Education; Military and Naval, and Commercial Schools, and Schools of Arts, have also been established; but where has any provision been made for the Education of agriculturists? Though the most numerous class of the population of every civilized country, the Education of farmers, until within the last few years, has not so much as entered into the councils of Governments, or given birth to a single school adapted to their wants! The reason is found in the history of all the old Governments of the day. The lands of those Governments were originally parcelled out and transmitted from generation to generation, not to the many, but to the few; not to the body of the nation, but to the heroes and favourites of the Sovereign—designated Lords and Nobles. Thus the *proprietors* and *tillers* of the soil became two distinct classes—as much as the proprietors and slaves of the Southern States of the neighbouring Republic; and the Education of the latter, so far from having been provided for, was regarded as treason against the former. The Kings and few Nobles had shut out the masses of their fellow-countrymen from all proprietorship in the soil, and they resolved equally to preclude them from all the treasures of mind. The people at large were regarded as mere machines, designed for the use and benefit of others—as dogs and other animals—fit only to fight and labour for their masters. Their value consisted in their bones and muscles; and muscular training, like that of horses and oxen, constituted their Education. They were trained to follow the plough, as were the horse and the ox to draw it; but the philosophy of the process was as unknown to the one as to the other. They were drilled into the use of various implements of husbandry, and different kinds of labour, according as they were driven or commanded; and so were the cattle employed with them. But, wherefore the selection of different soils for different purposes—wherefore the different processes to which they were subjected—wherefore the rotation of crops and the various modes of cultivating them—wherefore the peculiar construction of the implements and machinery worked

by them—wherefore the times and seasons of disposing of the fruits of their own labour to advantage, and how and when to provide for it—what and wherefore the principles of trade—and how to make the requisite calculations, and keep the needful accounts to effect the advantageous disposal of agricultural productions and ascertain the results—and how the proceeds of these might be applied for the promotion of personal, domestic and social enjoyment,—all these branches of knowledge were scarcely less within the conceptions of the labouring farmer than within those of the labouring ox. The approbation of his master was the height of his ambition, as it was of the dog which accompanied him; and a coarse supply against hunger and cold was the *beau-ideal* of his domestic comfort and independence. Thus the proprietorship of the soil made a lord; while the cultivation of it constituted a slave; or, as he was legally designated for many ages, “a villein.” The profession of arms—which in former times was but another name for rapine, bloodshed and murder—held the pre-eminence for ages in dignity and power; the profession of the Priesthood subsequently reduced the representative of Mars to a second rank in the State; at length, the profession of law fairly disputed pre-eminence with that of the priest and the soldier; but the profession of the farmer, though respected in Egypt, Greece and Rome from the earliest ages, was viewed as a servile employment, appropriate only to serfs and slaves, until since the periods of the American and French Revolutions, and especially in Europe since the NAPOLEON conquests and overthrow. These great and fearful catastrophes have been over-ruled by Providential wisdom and goodness for the promotion of human happiness. The old foundations of feudalism were shaken; and, in some instances, broken up; the lands of a country began to be distributed among the inhabitants of it; rulers began to learn that they must henceforth govern through the understanding and affections of their subjects, rather than by the sword and bayonet, and hence they began to cultivate those understandings and affections; the tillers of the soil began to rise into proprietors, and as they commanded attention and solidity by their numbers, they now began to command respect by their position. In Germany and France the public systems of Education have respect to Agriculture, as well as to the Professions and Trades. Patriotism and the progress of popular principles of government are doing in England what revolutions have prompted on the Continent, and what experience is creating in the United States of America; and the proposition recently introduced into our Legislature to establish an Agricultural School and Model Farm in connexion with the improved Grammar School of each District, is an important step in the same direction.

In Canada, proprietorship in the soil is almost co-extensive with its culture; and every farmer should embody in his own person the practical knowledge possessed in Europe by the proprietors, their agents or middlemen, their overseers and labourers—for he performs the offices of all these, though on a limited scale, in his own little domain. In the temperate climate and appropriate seasons, the varied and fertile soil, the undulating or level surface, if not in its geographical position, Divine Providence has especially marked out Upper Canada for Agriculture, and has destined the mass of its inhabitants to be “tillers of the ground.” We have not the cotton fields of the Southern States, or the vineyards of France, or the foreign inland trade of Germany, or the mineral treasures of England—though in some of these we are not altogether deficient, and we may yet be found to abound in others;—but we have

inexhaustible mines of virtuous wealth in our fields and forests, and the development of that wealth must constitute the leading employment and controlling interest of Upper Canada. The agriculturists are likely to continue to be, as they now are, the people of Canada. The commercial and manufacturing interests are mere offshoots of the agricultural; extend them as you please, and the wider the better, and they cannot ever employ a twentieth of the population; magnify them as you may, they will be small fractions of the mass, depending both for their character and existence upon the agricultural population. The increasing tens of thousands who are migrating to and growing up in our country will be chiefly agricultural. Its laws will be given, its commerce and manufactures will be regulated, the character of its government will be determined, and its interests will be decided by an agricultural population. Our Counties will give laws to Towns, and not Towns to Counties; and whether patriotism or faction prevail in the councils of the Government, or whether quietness or commotion reign throughout the land, will depend upon the farmers of Canada; and they will be the arbiters, whoever may be the originators, of our country's destinies.

Why then, of all classes in the country, should the farmers, as a body, be the least educated? Why should institutions be endowed for the education of lawyers, and none for the education of farmers? Are the former so much more important than the latter? Why should not the farmer speak and write his mother tongue as correctly as the lawyer? and why not understand the Government and institutions, and domestic and foreign interests of the country as well? And why not with equal ability and intelligence represent and advance its interests? An educated lawyer, rich in mental treasures, refined in taste, honest in principle, sound in judgment, eloquent in speech, with active faculties and habits, is undoubtedly an ornament, a safeguard, a blessing to any country; but he is so, not because he is a lawyer, but because he is a man of knowledge, talent and virtue—endowments which if equally possessed by the farmer or mechanic, will make him equally a guardian, an honour, and benefactor of his country. It is the *man* and not the *profession* which constitutes the character. And it is the mind—in the largest sense of the term, including the conscience and the affections, as well as the understanding—which makes the man; and it is the culture of this which makes the difference between savage and civilized nations—between the boor and the scholar, the statesman and the peasant—between BACON, when he was learning his A-B-C's, and BACON after he had made the circle of the sciences—between NEWTON when he was keeping sheep, and NEWTON when he was explaining the laws of the universe—between the least educated farmer in Canada and the Head of the Government. Mind is the gift of God, and to the farmer, not less than to the philosopher; but the development of mind in the different departments of human knowledge and human industry, is the work of man. And the power of each individual, or of each class of individuals in a community, is in proportion to their intellectual and moral development. It is this which makes the Bar the guides of public opinion and rulers of the land, though constituting less than one per cent. of the population; it is the absence of this which leaves the agriculturists almost without a representative in the administration of civil affairs, though constituting nine-tenths of the entire population. Ought this so to be? Ought not the positive as well as negative power of farmers in public affairs to be in proportion to their numbers and wealth? This doubt-

less ought to be ; but it cannot be until the education of farmers generally is equal to that of other classes of the community. And this is the first ground on which I urge the importance of education to an agricultural people, that they may occupy their appropriate position of power and influence in comparison with the other classes of the population.

Another ground on which I would urge the education of farmers is, that they may enjoy the contentment and happiness of which agricultural life is susceptible. To be born, to eat, to drink, to grow up, to toil, to decay and die, is the mere life of animals ; and human beings that do and know no more, rise not above the animal tribes. Such ignorance may be bliss, but it is the bliss of brutes, not of intellectual beings. And who wishes any portion of our country's population to be reduced or suffered to remain in such a state of degradation ? a state dangerous alike to liberty and law, and destructive of rational happiness. To such a state there is a tendency in a rural community, the members of which are sparsely settled, isolated from each other, and wholly occupied in providing for physical wants. Their views, their feelings, their enjoyments are thus liable to become materialized ; and what they shall eat and drink, and wherewithal they shall be clothed, to form the limits of their ambition and pursuits. The aspiring and active minds in such a community, who look beyond this nutshell of materialism, are apt to associate such narrowness of thought and enjoyment with agriculture itself, to view it with contempt and disgust, and, in order to attain to a position of importance and influence, betake themselves to other fields of enterprise and activity. Thus the agricultural class loses its most promising and gifted members, and sustains a corresponding loss in the scale of social progress and influence.

It is not, indeed, to be supposed, nor is it to be desired, that the sons of agriculturists should, in all cases, follow the business of their fathers, as was required by law in regard to all the professions and trades in ancient Egypt, and as is still the case among some nations of Asia. This principle of *caste*, is not compatible with civil freedom, nor with the free scope of individual enterprise, or with the essential conditions of public prosperity. 'In a free state of society where agriculture has unrestricted and profitable intercourse with all other interests, it is to be expected that peculiar talents, inclinations, and circumstances will prompt many changes from agricultural to commercial, manufacturing and professional life. And it is well that all other pursuits should thus be connected with the farm-house. But such changes should not be dictated by any supposed meanness in the farm-house, as a mere *managerie*—or in the farm, as a place of cattle—labour,—but from the same considerations which govern the scions of noble families to pursue arms, or law, or commerce, or agriculture. And this will be the case, provided the farm-house be equally with the house of the merchant, or manufacturer, or lawyer, the abode of intelligence and rational enjoyment, and, therefore, of respectability and honour. And when the farm-house is thus the abode of moral and intellectual wealth, as well as of material plenty, few will be disposed to exchange its virtuous quiet for the chances and turmoil of other pursuits. Let the farmer's fireside be the place of reading, reflection and conversation, such as appertain to intelligent and improving minds, and where is there a scene more attractive ? Where can the bricks and mortar of a city present abodes of safety and enjoyment comparable with the rural residences of a peaceful, a virtuous and intelligent population ? The absence of variety of subjects to

stimulate curiosity, leaves the mind free to read the works of the wise and good of all nations and of all times, given, as they are, to the farmer in his own native tongue—his accustomed solitude and quiet give scope to his own reflections upon this growing knowledge. While his opportunities of conversation in his family and neighbourhood are just frequent enough to make it ever agreeable. Not to dwell upon the pleasures of reading and thought—how are those pleasures diffused and multiplied by conversation in the family and neighbourhood! The family needs not ingress or egress for its amusement or delight, for it lives, farm-like, within itself, and so much the better, as the youthful race grow up into the enjoyments of their parents. And the neighbourhood is not dull for good society, as some superficial citizens may think; but glows daily with the pleasures of sensible and refined conversation—such as is not often the saloons of wealth and fashion, but is already in some instances found, and ought every where to abound, in the calm country retreat, in the farm-house and fields, and groves and walks of our rural District. I think there is no secular employment to which one becomes so much attached, and which affords such increased pleasure in its pursuit, as agriculture, carried on scientifically and to the best advantage. Other employments are chosen and followed with view to their profits, and are usually abandoned as soon as a fortune is amassed; but every step in the progress and improvement of agriculture adds a fresh charm to its pursuit, while its results present fresh beauties to the eye, and create new sources of physical and intellectual enjoyment. The hand of industry will add ever growing beauties and attractions to the cottager's acre and the landlord's domain. In the chemistry of his soils and manures, in the botany and vegetable physiology of his garden, fields and forests; in the animal physiology of his stock and poultry, in the hydraulics of his streams and rivulets, and the geology and mineralogy of their banks, in the mechanics of his tools, and the natural philosophy of the seasons, and the application of this varied knowledge to the culture of his lands, the care of his flocks, and the improvement of his estate, he finds exhaustless subjects of inquiry, conversation and interest, and all connected with his own possession, associated with his own home, and involved in his own prosperity. Thus by observations, experiments and labours, each field and forest, each orchard and grove, each garden and walk, each hill and vale, each rock and rill will become endeared by a thousand pleasing recollections and delightful associations, from youth to old age, and thus will the Canadian farmer's place of abode be his earthly paradise; and no Highlander will sing with more enthusiasm of his native hills and glens than will the educated farmer of Canada contemplate his native or adopted home. It is well known that General WASHINGTON, after he had succeeded in founding the American Republic, devoted himself to the cultivation of his farm at Mount Vernon. He had attained high military distinction in being the first, as well as last, successful opposer of British power and prowess, and in establishing a new system of Government; but in his last and ripest years, this remarkable man stated the results of his own experience in the following words:—"The more I am acquainted with agricultural affairs, the more I am pleased with them; insomuch that I can nowhere find so great satisfaction as in those innocent and useful pursuits. In indulging these feelings I am led to reflect how much more delightful to the undebauched mind, is the task of making improvement on the earth, than all the vain glory which can be acquired from ravaging it by the most uninterrupted

career of conquest. And I know of no pursuit in which more real and important services can be rendered to any country than by improving its agriculture."

But there is another ground on which the importance of education is commended to the most earnest attention of farmers : It is the advantage which it gives them in pursuing their business in the most economical and profitable manner ; it contributes to their gain, as well as to their happiness. It is power created and labour saved. In manufactures and commerce, the application of science is felt to be essential to success in this age of improvement and keen competition. Old modes of manufacture would be ruinous, as would old modes of travelling and trans-shipment. The cotton gin, by employing a new mode of separating the seed from the material which adheres to it, has added one-third to the value of all the cotton-growing lands of America and other countries ; the spinning-jenny and power-loom have reduced the expense on all wearing apparel two-thirds, so that the people of this age can clothe themselves for one-third the expense incurred by their forefathers ; the invention and improved application of machinery have reduced the average prices of Sheffield hardware and cutlery more than sixty per cent. since 1818 : steam has superseded animal power, and even the winds of heaven, and brought distant continents into convenient neighbourhood with each other ; men travel by steam, print newspapers and books by steam, and talk by lightning. And the employment of these and innumerable other inventions and improvements is absolutely essential to the least success in both commerce and manufactures. And are the agriculturists of Canada alone to remain where they were half a century ago ? Have chemistry and mechanics done so much for manufactures and commerce, and have they done nothing for agriculture ? And are several other branches of natural science to bring so much gain to the trader, and contribute nothing to the profits of the farmer ? It remains for farmers to say whether it shall be so or not. An agricultural education will be as advantageous to the farmer as a professional one to the lawyer, or a commercial and mechanical one to the trader or engineer. Take two or three examples, out of a multitude which might be adduced, did time permit.

First, in reference to the *soil*, on the productiveness of which depends the farmer's interests and hopes, and as to the application of *chemistry* to its cultivation and improvement. Let Sir HUMPHREY DAVY speak on this point : —

"It is scarcely possible to enter upon any investigation in agriculture without finding it connected, more or less, with doctrines or elucidations derived from chemistry.

"If land be unproductive, and a system of ameliorating it is to be attempted, the sure method of obtaining the object is by determining the cause of its sterility, which must necessarily depend upon some defect in the constitution of the soil, which may be easily discovered by chemical analysis. Some lands of good apparent texture are yet sterile in a high degree ; and common observation and common practice afford no means of ascertaining the cause, or of removing the effect. The application of chemical tests in such cases is obvious ; for the soil must contain some noxious principle which may be easily discovered, and probably easily destroyed.

"Are any of the salts of iron present ? They may be decomposed by lime. Is there an excess of silicious sand ? The system of improvement must

depend on the application of clay and calcareous matter. Is there a defect of calcareous matter? The remedy is obvious. [The application of vegetable matter.] Is an excess of vegetable matter indicated? It may be removed by liming and burning. Is there a deficiency of vegetable matter? It is to be supplied by manure.

"A question concerning the different kinds of limestone to be employed in cultivation often occurs. To determine this fully in the common way of experience, would demand a considerable time, perhaps some years, and trials which might be injurious to crops; but by the simple chemical tests the nature of a limestone is discovered in a few minutes; and the fitness of its application, whether as a manure for different soils or as a cement, determined."*

Respecting the errors arising from an ignorance of the mode in which lime operates in fertilizing land, and from not knowing why its application would be as injurious in one case as it would be beneficial in another, Mr. FALKNER, an eminent English agriculturalist, remarks, that "the application of this manure is most suitable when soils contain a great quantity of rough vegetable matter, which quick lime breaks down or decomposes, and thus renders a portion of it soluble in water. Though this operation is understood by some, they are not aware, that, in this case, a portion is taken up by the lime, from which it cannot afterwards escape, and is therefore lost to the uses of vegetation as soluble matter or manure. This is, however, an unavoidable condition of the benefit afforded by lime under such circumstances. But the ignorance of this operation leads often to a great misapplication. The author has often seen farmers mix quick lime with dung or half decomposed manure, and even put it upon land recently folded with sheep, which is obviously improper, as the lime in this case unites with a portion of the soluble manure and destroys it."†

The distinguished author of the work on British Husbandry has observed in regard to the application of manures from the farm-yard to different kinds of soil, "that warm and cold soils require manures of a contrary nature. An advanced stage of their fermentation is in some cases less favourable to vegetation than in others; and in the instance of potatoes, it is well known that horse stable dung is employed with more effect alone, than when mixed. It may, therefore, be advisable that horse litter, in particular, should be separately kept in the yards, not merely for the purpose just mentioned, but that, as being of a hotter nature than any common dung, it may be mixed with that of other cattle in such proportions as may be thought best adapted to the purposes for which the compost is required."

On this subject, Sir HUMPHREY DAVY has remarked,—“There has been no question on which more difference of opinion has existed, than the state in which manure ought to be ploughed into the land; whether recent or when it has gone through the process of fermentation; but whoever will refer to the simplest principles of chemistry cannot entertain a doubt on the subject. As soon as dung begins to decompose, it throws off its volatile parts, which are the most valuable and the most efficient. Dung which has fermented, so as to become a mere soft cohesive mass, has generally lost from one-third to one-half of its most useful constituent elements; and that it may exert its full

* Davy's Agricultural Chemistry.

† British Husbandry.

action upon the plant, and lose none of its nutritive powers, it should evidently be applied much sooner, and long before decomposition has arrived at its ultimate results.”*

These remarks and authorities, which I have introduced in reference to soils and one or two kinds of manures—illustrative of the necessity and great advantage of some knowledge of chemistry in the most profitable culture and judicious application of each—might be indefinitely extended to the various modes of culture, and various kinds and applications of manure, to the elements and offices of both air and water, of light and heat, and the importance of a knowledge of them to the farmer ; but these must suffice on this point.

If we turn from the soil to the seed, the plants, the trees, and the fruits, and from thence to the flocks and herds, which altogether constitute the farmer's productive wealth and his constant care, we can scarcely conceive of any knowledge more useful, as well as interesting to him, than that of the vegetable physiology of the former and the animal physiology of the latter, together with the best modes of cultivating the one and rearing the other. How great is both the advantage and enjoyment of the instructed over the uninstructed man in these departments of agriculture ? It is as great as the advantage of the educated anatomist and physician over the uneducated quack—as great as that of the mariner skilled in the science of navigation over the sailor who knows nothing beyond the ropes and helm of the ship—as great as that of the scientific mechanic over the journeyman who knows nothing of the principles of mechanics, and whose knowledge extends not beyond making smooth boards, joints and mortices, as directed by another. Farmers can never cultivate their gardens, plant and improve their orchards, till their fields, adorn their premises, and rear their flocks to advantage, without knowing the why and wherefore of each step of their procedure, any more than can the mathematician, in demonstrating a theorem, or the statesman in governing a kingdom. The pecuniary loss sustained by an ignorant farmer is not easily estimated, and is only equalled by his loss of pleasure and satisfaction, arising from an acquaintance with the constitution and laws of those parts of the Creator's works with which he has to do ; and the elementary knowledge preparatory to which should form a part of our system of agricultural education.

But the farmer has also to do with implements and machinery of different kinds, and with various application of animal and mechanical power in the prosecution of his work. The Honorable J. BURL, late President of the Agricultural Society of the State of New-York, in an excellent work, called the *Farmers' Instructor*, remarks, on this point, that “many of our farm implements have undergone improvement ; yet there are others which have been either partially introduced, or are hardly known, that are calculated to abridge labour and to increase the profits of a farm. There exists a great disparity in the quality of implements. In ploughs, for instance, there is a difference which eludes superficial observation, particularly in regard to the force required to propel them, that is worth regarding. I have seen this difference in what have been termed good ploughs, amounting to nearly fifty per cent., or one-half. The perfection of our implements is intimately connected with a correct application of mechanical science, a branch of knowledge hitherto too

* Davy's Agricultural Chemistry.

little cultivated among us."* It is also to be observed, that equal loss is frequently sustained by an erroneous application of power to machinery. In order that power of any sort may be turned to the best account we must be acquainted with the principles upon which its application depends. I have seen not far from one-half of the strength of a team wasted by the mode of harnessing and attaching to carriages, carts, timber and agricultural implements. A little knowledge of the elements of mechanics—such as should be taught in every good Common School—will save the farmer from much loss, and secure to him much gain, both in the construction of agricultural implements and the application of power in the use of them.

Nor will it be less advantageous and interesting to the farmer to possess (as he might do in a short time) such a knowledge of mensuration as to be able to measure his fields; and so much skill in Linear drawing as to be able to present to the eye his erections, his implements, the interesting animals and objects on his farm, or which might fall under his observation; and such a knowledge of accounts as will enable him to transact his business in trade with ease and correctness, and ascertain, in order and separately, the expenditure and profits connected with the cultivation of each field, each kind of vegetables, and grain and stock, and by thus balancing the profit and loss of each, to ascertain not only the gross results, but the results in detail, and to modify his plans and labours accordingly. Such a mode of procedure is not only interesting as a recreation and matter of curiosity, and as furnishing many pleasing topics of conversation, but is useful as a habit, and highly important as a remedy against losses and a means of economical and profitable labour. It is thus that the skilful dealer, by keeping an accurate account of the profit and loss of each leading article of his trade, knows how to vary his selections from time to time, so as to secure the earliest and largest returns for the least expenditure of time and money. Nor should the farmer be less prudent and skilful than the trader.

Now, the elementary knowledge involved in such an education extends not beyond our mother tongue and may be taught in our Common Schools, within the period during which farmers' sons are usually sent to them, and can easily be accomplished by the use of improved School Books, improved methods of teaching and a corresponding improvement in school teachers; which it is the great object of our Provincial Normal School to effect. And then the development and practical application of that knowledge will be indefinitely promoted by suitable circulating libraries in connexion with Common Schools. I trust in less than a twelve-month the Board of Education will feel itself warranted in selecting books for such libraries and ascertaining and providing the cheapest methods of procuring and rendering them accessible to all parts of the country; so that every farmer and his family can have access to a hundred volumes of appropriate and entertaining books per annum for less than as many pence. But the preparatory instruction of the school is requisite to invest the perusal and study of even agricultural books with the interest and benefit they are calculated to impart.

I, then, earnestly and affectionately put it to the farmer, whether the attainment of the practical, and appropriate, and, I may add, accessible, education

above indicated, is not essential to the maintenance of their position in society, to the enjoyment of the domestic satisfaction and social happiness for which their situation and pursuits are so favourable, and for the success of their labours and the advancement of their best interests? Permit me to say that I speak as a native of Canada—as the son of a Canadian farmer, and as having devoted some of my early years to agricultural pursuits—and as most fervently desirous of conferring upon the rising and coming generations of Canada advantages which the country at large could not afford to agricultural youth in my own school-boy days. It becomes us, the grown up generation of Canadian farmers and inhabitants to avail ourselves of all the facilities of instruction, improvement and rational enjoyment within our reach; and it becomes us especially to leave to those who are growing up around us, and those who shall succeed us, the legacy—the priceless legacy—of institutions and means of education suitable to the wants, competition and progress of their age and country.

I cannot conclude this part of the subject without making two additional remarks. The first is, that what I have said respecting the education of farmers and farmers' sons, is equally applicable and equally important in reference to the education of farmers' wives and farmers' daughters—those lights and charms of the domestic circle—without whose co-operation and intelligence, industry and virtue, the farmer's labours would be in vain; his home would be homeless and his life a scene of hopeless perplexity and toil. The variation between the education of farmers' sons and daughters are confined to a few particulars—the leading features and the solid branches are the same; and the botany of the garden and fields, and the chemistry of the kitchen and dairy, the natural history of the pastured inhabitants of the farm, together with the whole circle of domestic accounts, appertain peculiarly to the matron and daughters of the farm-house, besides the other ordinary and general knowledge which adorns and elevates the sex; in which I may mention what I hope to see taught to the sons and daughters of our entire population—vocal music—an art and accomplishment which often converts the domestic fireside into a paradise, refines and promotes social feelings and enjoyments, and blesses the Churches of the land. But let it not be imagined that I would wish to see farmers' wives and daughters lay aside country plainness and simplicity of manners and attempt the silly foppery of city fashions and vanities. I have found in more than one instance that a city or village belle is as superficial and ignorant as she is fine and vain, while a well educated farmer's daughter is as intelligent and well informed as she is plain and modest. On this point I can both adopt and endorse the following words of an intelligent American: "How important, especially—not a literary, not a learned, not a lady-like (those are not the words,)—but a considerate, a reflecting, a studious, a cultivated, a refined and sensible mother: a mother capable of winning and keeping the confidence of her children; of securing honour from both sons and daughters as they rise to manhood and womanhood. Such a mother have I seen not unfrequently in the farm-house, herself bred in the farm-house: the help-meet of a father not a stranger to out door toils and cares, yet the fit companion of a cultivated woman—her fit associate in training intellect and taste and religion in children, thriving like olive-plants round about their table. Delightful instances occur to my mind where the working father and mother have been surrounded with sons and daughters, versed not only in all common education, but in the histo-

ries and classics of their native tongue ; where not distant from the plough and the spinning wheel, the most liberal studies have been pursued, and the most refined conversation enjoyed ; scenes which intercourse with other countries and many cities, and with the refined and intelligent of the highest classes, has not cast into the shade.”*

My second and last remark is, that the Education to which I have had reference in the foregoing observations, and which I believe to be essential to the well being of an agricultural population, is *Christian*—using the term in the sense of the Scriptures, from which it is derived, as embracing what Christians of every form of worship hold in common, without reference to the peculiarities of any. I do not regard any instruction, discipline or attainments as Education which does not include Christianity. High intellectual and physical accomplishments may be associated with deep and moral degradation and public debasement. This was the case with Athens in the times of PERICLES and DEMOSTHENES ; it was so with Rome in the Augustan age ; it was so with France during the Directory and Republic. It is the cultivation and exercise of man’s moral powers and feelings which forms the basis of social order and the vital fluid of social happiness ; and the cultivation of these is the province of Christianity. The extent and application of this principle in our Schools I have explained at large in my *Report on a System of Public Elementary Instruction for Upper Canada* ; and I will conclude what I have now to say in the expressive words of the President of Amherst College, in the United States : “A more Utopian dream never visited the brain of a sensible man, than that which promises to usher in a new golden age by the diffusion and thoroughness of what is commonly understood by Popular Education. With all its funds, and improved School-houses, and able Teachers, and grammars, and maps, and blackboards, such an education is essentially defective. Without moral principle at bottom, to guide and control its energies, education is a sharp sword in the hands of a practised and reckless fencer. I have no hesitation in saying that, if we could have but one, moral and religious culture is even more important than a knowledge of letters ; and that of the former cannot be excluded from any system of popular education without infinite hazard. Happily the two, so far from being hostile powers in a common domain, that they are natural allies, moving on harmoniously in the same right line, and mutually strengthening each other. The more virtue you can infuse into the hearts of your pupils, the better they will improve their time, and the more rapid will be their proficiency in their common studies. The most successful Teachers have found the half hour devoted to moral and religious instruction, more profitable to the scholar than any other half hour in the day ; and there are no Teachers who govern their Schools with so much ease as this class. Though punishment is sometimes necessary, where moral influence has done its utmost, the conscience is, in all ordinary cases, an infinitely better disciplinarian than the rod. When you can get a School to obey and study because it is right, and from a conviction of accountability to God, you have gained a victory which is worth more than all the penal statutes in the world ; but you can never gain such a victory without laying great stress upon religious principle in your daily instructions.”†

* American Institute of Instruction, vol. v. p. 38.

† Lecture before the American Institute for Instruction, at Boston, 1842.

From the Teacher Taught.

ORTHOGRAPHY.—CAUSES OF BAD SPELLING, AND THE REMEDY.—MODES OF SPELLING.

"ORTHOGRAPHY teaches the nature and powers of letters, and the just method of spelling words ;" or, it "treats of letters, syllables, words, and spelling."

Correct spelling is only one part of orthography ; it seems to me particularly important to direct the attention of children to the whole subject, before they can be perfect in this.

The time has been, when very particular attention was paid to the sounds of the vowels, diphthongs, triphthongs, and consonants. I have heard scholars twelve years old analyze words of two or more syllables, selected promiscuously from a reading lesson, giving to each letter its sound according to the common pronunciation, and correctly fixing the accent.

Children cannot be taught to spell accurately, unless the teacher understand the principal causes of bad spelling.

I consider *inattention to the letters that compose the word, and ignorance of the sounds of those letters, the two leading causes of erroneous spelling.* I mention these two together, because they are intimately connected, and remedy for each is the same. A friend of mine received a letter commencing thus, "My dear Cur." It is plain that this error of spelling arose from ignorance of "the nature and powers of letters." It is one of the first principles of orthography, that c before a, o, and u, sounds like k. If the writer had been taught this truth in the Common School, he would have known that C u r and S i r sound very differently. In a letter now lying upon my table, written by a young lady of more than ordinary opportunities for education, I find the following words, "conterary," "vise," "saifty," and "maney." I am very confident that this young lady never attended much to the sound of letters, or to the composition or analysis of words ; if she had, she would have discovered that her spelling was erroneous.

More attention should be given to the simple and combined sounds of letters. In very many schools, and I fear in most of them, this subject is entirely neglected. I have made inquiries of many young people in regard to this matter, and have not been so fortunate as to find *one* who ever received any such instruction.

Some may be ready to say that this subject is too refined and intricate to be taught in Common Schools with any success. It is of no use to dispute with an objector. The question can be brought to the test of experiment. I was taught the sound of letters in the Common School, and understood them. I have taught the same to many children, and I believe they understood the subject, and were deeply interested in the study.

Another cause of wrong spelling is, ignorance of the meaning of words. A member of an academy recently used in his composition the word *four fathers* ; his teacher told him he probably meant his father, grandfather, great-grandfather, and great-great-grandfather. Another student, having occasion to speak of *wry faces* wrote it *ryefaces*. Errors in spelling arising from this

cause can be remedied by teaching children more perfectly the definitions of words, of which I shall speak in another chapter.

A third class of errors in spelling seems to proceed from the want of a well-educated eye. There are individuals who spell well orally, but if they are required to write these words they are very sure to spell them wrong. They will use wrong letters, omit or misplace some of them, so that the reader is often puzzled to decipher the meaning. Such persons seem unable to perform the mental act of spelling and the muscular operation of writing at the same time. The mind is so much occupied with the latter exercise, that it neglects the former. Bad spelling arising from this cause, is prevalent among those who seldom write. This evil may be remedied by requiring the pupils to write the words pronounced by the teacher upon a slate instead of spelling them orally. Let each member of the class write the same word; after as many words have been written as were intended to be spelled at that time, let the teacher take the slate of the one at the head of the class, and he that of the one next below him, and so on, and then let each scholar correct any error he may find on the slate he holds in his hand. In this way the eye may be educated to detect an error as readily as the ear.

A fourth class of errors in spelling proceeds from the want of a well-educated ear. A young lady says, "I should of written." She uses *of* instead of *have*, partly because her ear does not distinguish sounds accurately. This source of error will be avoided by requiring children to write the words they hear pronounced, and by instructing them better in the sounds of letters.

The last class of errors in spelling that I shall mention *proceeds from ignorance of a few simple rules.* Many write *comeing* *loveing*, &c. They would not thus err if they had been taught that "the final *e* of a primitive word is generally omitted before an additional termination beginning with a vowel."

Some write *lodgment*, and thereby violate the rule which requires that "the final *e* of a primitive word should be retained if the additional termination begins with a consonant."

Some scholars spell *s k i l l f u l*, and thereby violate the rule which requires that primitive words ending in *ll* should drop one *l* before the suffix *less*, *ful*, &c. This class of errors cannot be remedied unless the pupil be taught the rules of spelling. It is strange that the authors of spelling-books so universally omit all these rules.

The common mode of spelling is to put out words to a class, and, when one fails, to let the next try, and the next, and so on, until some one spells the word correctly, who takes the place of the one who commenced it, as a reward for his superior skill. The object of this is to stimulate to greater exertion, and this effect it produces to a certain extent; it often happens, however, that two or three scholars in a class are superior to the others, and will keep at the head constantly. Hence an opportunity seldom occurs for the poorer scholar to rise; consequently, despairing of success, he ceases to exert himself. Thus the whole benefit of the system falls upon a few, and, unless it can be made to affect every individual in the class, the system ought to be abolished. It furthermore seems evident, that it is a bad principal to stimulate a scholar to prepare a spelling exercise for the purpose of excelling his classmates. It is a good thing to excel, but to attempt to simulate a child to exertion by such

a motive is extremely dangerous. I believe that a child may be interested so much in a spelling exercise, that he will exert himself to do well. But if this cannot be done, I have found, by long experience, that to make a scholar ashamed of himself for not doing what he can, is attended with better effect than to make him proud of himself for doing well.

The common mode of spelling is therefore characterized by two prominent faults ; it discourages the poorer scholars in the class, and brings into exercise a spirit of emulation and strife which, however harmless it may be in childhood, has no doubt an unhappy influence upon the future character. It is the spirit which among political men is called party spirit, and among religious men sectarian zeal.

It is not well to pursue constantly one, two, or three modes of spelling. Children are pleased with variety, and what interests them one week may not the next.

The following mode, from the Annals of Education, must necessarily command very close attention.

“Suppose the class consists of six scholars. I assign them a definite number of words, either in a dictionary or defining spelling-book. These they study, not only as to their orthography, but to their signification. The class being arranged, either in a semicircle, or upon three sides of a hollow square, I put the first word. Suppose it *Capital*, and let the class be designated as A, B, C, D, E, F. The class proceeds ;—A says *c*,—B, *a*,—C, *p*,—D pronounces *cap*—E, *i*,—F pronounces *capi*—A, *i*,—B, *a*,—C, *l*,—D pronounces *tal*—E pronounces *Capital*.—F defines ; ‘*The chief city or town, in a state or kingdom.*’ A repeats a sentence embracing it ; *Boston is the CAPITAL of Massachusetts.*’

“The first word being thus disposed of, I put the second, which is commenced by B, and disposed of in the same way ; and thus through the lesson. If E gives the wrong letter, or F does not pronounce correctly, the class raise their hands,—the next makes the correction, and proceeds. If F has not a definition, or A a sentence, the next takes it, and the business goes on without interruption. A class, when accustomed to spell in this manner, will proceed with astonishing rapidity.

Children are sometimes very much interested with the following method. The teacher puts out a sentence, thus :

“The world lay hushed in slumber deep.”

The first spells *the*, the second *world*, the third *lay*, and so on, until each word is spelled, then the next pupil in order repeats the sentence. This secures the constant and fixed attention of each scholar.

Another mode of spelling is to allow the whole class to spell together ; they are required to sound each letter and pronounce each syllable as one ; the principal advantage of this method is to habituate scholars to a distinctness of articulation, and to arouse them from a lifeless and dull manner of speaking. It would not be beneficial to spell in this manner constantly, only when circumstances seems to require.

The practice of choosing sides, which was common in former times, had a very good effect in exciting ambition, and in securing a careful study of the spelling-lessons, but there is reason to believe that its moral tendency was not very good ; it is probable that it fell into disuse on this account.

TASTE FOR READING.

Sir John Herschell has some admirable remarks on this subject—"Give a man his taste," says he, "and you place him in contact with the best society in every period of history—with the wisest, the wittiest, with the tenderest, the bravest, and the purest characters which have adorned humanity. You make him a denizen of all nations—a contemporary of all ages. This world has been created for him. It is hardly possible but his character should take a higher and better tone from the constant habit of associating with a class of thinkers, to say the least of it, above the average of human nature." What is still farther in favor of this habit, it may be cultivated as amusement, not as an occupation, and therefore may be possessed by any one; for it need not interfere with any business of life. The testimony of literary men indeed goes to show that literature itself should never be the sole employment even of an author, that should be pursued only in the intervals of business as a relaxation. Mr. Coleridge speaks feelingly on this point, and recommends to every literary man to have some occupation more or less mechanical, which, requiring no labor of the mind, hours of leisure, when he can turn to his books, to be looked for with pleasing anticipations.

It will be found that the authors who have written most and who have written best, were chiefly men of active lives whose literary labors were their amusement. Cicero, one of the most voluminous of ancient writers, was a lawyer and a statesman, whose whole life was passed in a contention of the forum or in the service of the republic, insomuch that no great political event of the period is without some mark of his active participation therein. Milton was a school-master and a warm controversialist. He was better known to his contemporaries as the antagonist of Salmassius than as the author of *Paradise Lost*. What was Shakspeare's life but a continued scene of active labors, and those too of a very vexatious kind—for he was the manager of a theatre. The voluminous works of Sir Walter Scott were written, no one could tell how or when, so numerous were his other occupations.

The knowledge derived from books, and that which is gained by a practical acquaintance with the world, are not of such diverse natures that both cannot be pursued together. On the other hand, they act mutually as correctives; the one tends to liberate from narrow views, the other to give reality and truth to intellectual conceptions. There is moreover a certain freshness and elasticity of mind required by mingling with the busines of life which enables one to use efficiently the knowledge derived from reading. He learns to understand the character of men in various points of development, to comprehend the spirit of the age, its wants, its tendencies, and to know how to accommodate himself accordingly.

But with authorship most of us have not much to do. Our purpose was to show by the instances just cited that if men busied in the daily concerns of life could find time to write books, and voluminous ones how easily may all, if they are so disposed, cultivate a taste for reading. There are few occupations which do not allow intervals or fragments of time which may be thus employed, without detracting any thing that is properly due to social intercourse. To young persons especially does this refined and useful accomplishment commend itself. The taste once formed will grow of itself: the mind will require no

urging to yield to it, but will look for each coming hour of leisure, and enjoy it when it comes. Grosser delights will gradually loosen their holds upon the affections as this gains strength. "For there is," says the same writer whom we quoted at the beginning, "a gentle, but perfectly irresistible coercion in a habit of reading, well directed, over the whole tenor of a man's character and conduct; which is not less effectual because it works insensibly, and because it is really the last thing he dreams of."

COLLOQUIAL TEACHING.

Every attentive observer will admit that more is accomplished in the way of learning in any given time, by a free conversation with a person who understands his subject, than can be learned in the same time in any other way. We are, therefore, in favour of teachers being on terms of intimacy with those whom they teach. The magisterial reserve and austerity, which many teachers think it necessary to put on for the purpose of supporting their dignity in the government of a large school, are very unfavourable to the progress of learning in the dependant and inquiring scholar. The *lips* of the wise teacher impart familiarly, wisdom and knowledge. Books, apparatus, maps, charts, and other illustrations in use, are always more or less necessary, but the free lecture and the colloquial explanation make the matter plain and doubly interesting. Some of the most successful and best teachers in every age, like Pestalozzi, have taught much by free conversation. How important, then, that every teacher should know how to talk, so as to be a good talker. There is really more of almost every person's time given to talk, than to any other one thing. Both the manner and the matter of conversation ought, therefore, to be formed and regulated from reference to the best models. A good style of conversation is useful for business, for amusement, for instruction, for merriment, for condolence, for charity, for friendship, and for all the multifarious uses of civil and social intercourse among men,—therefore, let every teacher and every scholar aim to become a good talker.

But what is it to be a good talker, and how is such accomplishment to be obtained? In order to be a good talker, your words must be well chosen and gracefully uttered. You must avoid unnatural tones and awkwardness of manner. Persons who are suffered to acquire a confirmed habit of using certain expressions, because they are thought to be elegant or quaint, or witty, will not become a good talker. One who depends upon proverbs, adages and quotations, as illustrations, will not become a good talker. One who aims at great precision, as well as one who is careless in manner, will not become a good talker. Unseemly, low or vulgar words, are worse often than they seem. They have influence in vitiating the taste and corrupting the heart. On the contrary, right words fitly spoken are like apples of gold in pictures of silver.

The words which are spoken give character to the speaker,—they have gone out and are irretrievable. While unuttered thoughts are superseded or forgotten, these affect only the thinker; while the uttered words may have made a lodgment in impressible minds that shall be enduring. How necessary, then, that we talk aright, that both the language and the sentiment we utter should be such as is approved by the scholar, the lady or gentleman, and the christian. Let wit, sentiment and knowledge, combine and be set off with grace and

purity, and your conversation will teach and enlighten all that hear. Let every instructor aim, therefore, to make his conversation instructive ; and this cannot be done without learning to talk well.—*Western (Cincinnati) School Journal.*

TALENT ALWAYS WORTH A PRICE.

No men are more justly entitled to their prices, than truly qualified and competent teachers. And this, not barely because of the value they give in return, but because of the great outlay of time and money necessary to prepare for their profession. Some teachers have spent a dozen years in their preparation, and have laid out many thousand dollars, a capital of time and money sufficient to have made them rich in merchandize, or at any mechanical art. Few persons can estimate the value of things, where results are produced with ease, and in a moment. They must see the labour performed. Most can readily believe that a railroad, a canal, or a ship, is worth all the money asked for it, but they cannot understand why a painting or a statue, should be held at many thousand dollars. Nor can they in any way but be amazed that Paganini should expect twenty guineas for a single tune on the violin. A plain, but frank-hearted and sensible farmer, once called at the office of a celebrated lawyer in the south, and asked him a very important question, that could be answered in an instant, categorically—yes or no. "No," was promptly returned. The farmer was well satisfied. The decision was worth to him many thousand dollars. And now the client about to retire, asked the lawyer the charge for the information. "Ten dollars," replied he. "Ten dollars !" ejaculated the astonished farmer, "ten dollars for saying no !" "Do you see these rows of books, my friend ?" rejoined the lawyer, "I have spent many years in reading them, and studying their contents to answer "no." "Right ! Right !" responded the honest farmer, "right ! I cheerfully pay the ten dollars."—*Conn. School Manual.*

COMPARISON OF THE ANCIENTS AND THE MODERNS.

*A beautiful Extract from a Discourse before the Literary Societies of Marshall College,
by Joseph R. Chandler, Esq.*

The ancients lived for time ; and they built for time. The immortality which they courted was the perpetuation of a fame co-existent with human life, protracted certainly with the succession of generations, but dependent upon human existence. They carved their name on the perishable things of this life ; but as they saw decay written upon all around them, they selected and combined those which seemed least destructible in their composition, or to possess the greatest claim to preservation ; and connecting their fame with the beauty or strength of these, they fondly imagined they had taken hold on eternity.

Where are the temples that were to perpetuate the name and glory of some ancient conqueror ? The moisture of the clouds have moulded them into the elements. The winds of heaven have swept them away like a vapor, or the sands of the desert have charitably preserved the wrecks of these splendid memorials.

Where are the imitations of the human form so exquisitely shaped, that

superstition, reversing the record of revelation, found its gods made in the image of man? Where are now the immortals of Phidias and Praxitiles? The christianized Athenian builds his household fire upon the altar stone of Minerva, and

Chok'd with its gods, the vex'd Piræus roars!

This is the eternity, this is the immortality of ancient Greece.

The character of the moderns is moulded to eternity. The great impress of a future life is on the heart; and all their designs, all their longings are for an immortality, whose era they may place beyond the date of time. Wisely instructed in what eternity consists, they dedicate nothing to its glory which is not in its nature wholly indestructible.

We build for eternity. The thousand simple edifices which supply a place of worship in our cities, are sublime from the unity of sentiment which they denote, and the common feeling of devotion which they inspire and perpetuate; but it is neither the solidity of the fabric or the beauty of the structure that excites the emotion. It is the service to which it is dedicated; the great pervading sentiment of fear of God in which they are created, and love to man which their use promotes, that consecrates them to the heart, and distinguishes them as the age of inspiration.—*Virginia Radix.*

MISCELLANEOUS.

EPODES AND CHANGES ON THE SURFACE OF THE EARTH.—The history of our Globe exhibits to us three grand periods: the *first* or preparatory period, when it was enriched only with vegetable life: the *second*, when it was under the power of the brute creation; and the *third*, when it was under the dominion of man. This last period is again divisible into two—the antediluvian period, and that in which we ourselves live. During this extensive portion of time, numbering 4300 years, no event has occurred of the same transcendent magnitude as the deluge; but great changes, both of a local and general nature, have taken place on our globe. Floods of vast extent have swept over its surface; successions of mighty forests have flourished and decayed on the same spot. The seas have, in one region, quitted their ancient beds, and in another invaded and destroyed the habitations of man. Earthquakes have shaken the mountain crests, and dislocated the solid pavement of the Globe. Extensive lakes have poured out their contents, and recorded upon their ancient shores the erosions of the winds and waves. Huge masses of rock have been transported from

their mountain crags to vast distances in the plains below; and that element with whose desolating power we are all familiar, seems to have at one time exercised a more tremendous energy, when in the form of glaciers, it descended our valleys with slackened pace but accumulated power—grinding the granite flanks which held it—crushing the forest trunks which stopped it—poising on its crystalline pinnacles huge blocks of stone, and carrying them along its glassy viaduct over valleys now smiling with lakes, and plains now luxuriant with vegetation.—*Edinburgh Review.*

Effects of Changes in the Sea.—The mean depth of the sea is, according to La Place, from four to five miles. If the existing waters were increased only by one-fourth it would drown the earth, with the exception of some high mountains. If the volume of the ocean were augmented only by one eighth, considerable portions of the present continents would be submerged, and the seasons would be changed all over the globe. Evaporation would be so much extended, that rains would fall continually, destroy the harvest, and fruits, and flowers

and subvert the whole economy of nature. There is, perhaps, nothing more beautiful in our whole system than the process by which the fields are irrigated from the skies, the rivers are fed from the mountains, and the ocean restrained within bounds which it never can exceed so long as that process continues on the present scale. The vapour raised by the sun from the sea, floats wherever it is lighter than the atmosphere; condensed, it falls upon the earth in water; or attracted to the mountains, it gathers on their summits, dissolves, and replenish the conduits with which, externally or internally, they are all furnished. By these conduits, the fluid is conveyed to the rivers which flow on the surface of the earth, and to the springs which lie deep in its bosom, destined to supply man with a purer element. If we suppose the sea, then, to be considerably diminished, the Amazon and the Mississippi, those inland seas of the western world, would become inconsiderable brooks; the brooks would wholly disappear; the atmosphere would be deprived of its due proportion of humidity all nature would assume the garb of desolation; the bird would droop on the wing, the lower animals would perish on the barren soil, and man himself would wither away like the sickly grass at his feet.—*Quarterly Review*.

Suspicion.—One thing you will learn fast enough in the world, for it is potent in such teaching—that is, to be suspicious. Oh, cast from you for ever the hateful lesson. Men do not think how much of their innocence they are laying down, when they assume a clothing whose texture is guile. Beware of this mock protection, for you can hardly use it without practising deceit. I do not ask you to trust always; but I would have you think well of men 'till you find them otherwise. When you are once deceived, either by an acted or a spoken falsehood, trust that person no more. I had it once laid down to me as an axiom by a very dear friend (and I am so satisfied of the precept's truth as to make it a rule of my life), that persons rarely suspect others except of things which they are capable of doing themselves. Yes, these shadows of doubting are generally flung from some bad realities within. You are looking at your own image when you see so much

vileness in your neighbour's face. How much better might not we ourselves become, if we used more largely to others that blessed charity which thinketh no evil!—*Dublin University Magazine*.

Rules for Conversation.—Bentham for himself had made it a rule to avoid as much as possible discussions whose results would leave matters where they were, with the risk of annoyance to both parties in the progress of the discussion. Endeavour, he said, to ascertain the opinions of others who are strangers to you, before you venture to introduce your own. Introduce them not if their opinions are so remote as to be irreconcilable with yours. Say not "I have a right to proclaim and defend my opinion." What is the English of all that? I have a right to give pain—to make enemies—to have backs turned and doors shut against me.—*Tait's Magazine*.

The Bias of a Liberal Education.—We do not hesitate to say that ancient literature—the Greek and Latin languages—should be the foundation of the education of youth, if you change the system, we venture to affirm you will cause the national mind to degenerate. Infancy is pre-eminently apt for the study of language, because at that age the understanding, unfit for the exercise of reflection, is well disposed for that of memory. * * Without the ancient languages we do not know antiquity; we have but a pale, imperfect representation of it; now, antiquity, we venture to say, to an age proud of itself, it that which is most beautiful in the world. Independently of its beauty, it possesses for childhood an unequalled merit—that of simplicity. If simple food be necessary for the body of a child, it will also be necessary for its mind; as their palates should not be palled by things too savoury, the mind should not be stimulated by the often exaggerated beauty of modern literature.—Homer, Sophocles, and Virgil, should occupy, in the teaching of literature, the same place that Phidias and Praxiteles occupy in the teaching of the Arts. And it is not merely words that children are taught when they learn Latin and Greek: they are noble and sublime things, the history of human nature under images simple, great, and ineffaceable.—*M. Thiers*.

EDITORIAL DEPARTMENT.

REPORT OF THE NORMAL, MODEL AND COMMON SCHOOLS IN UPPER CANADA, FOR THE YEAR 1847.

This document has been prepared and forwarded to Montreal. It extends to 270 manuscript pages, of which about one-half are statistics—embracing a great variety of information such as has never before been collected in Upper Canada. Notwithstanding the heavy commercial and financial pressure throughout the country last year, there is an increase in every branch of Common School operations; and the increase is the largest under the heads of School-rate bills and Attendance of pupils—branches which directly indicate the feelings and voluntary action of the people in their smallest municipal divisions and divisions wholly independent of each other. The Report consists of two Parts—the first *Expository*, the second *Statistical*—with an *Appendix*. In the preparation of the statistical part of the Report, it has been found necessary to go over every figure of every one of the local reports. We may give extracts and a summary in future numbers. The following Table of Contents indicates the character and topics of the Report:—

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NATIONAL SCHOOLS IN IRELAND.

REPORT FOR 1847.

We perceive by the English papers, that on the 21st of August, a somewhat lengthened and animated debate took place in the House of Commons on the National Schools in Ireland. Mr. HAMILTON, member for the Dublin University, moved that an Address be presented to Her Majesty, praying that aid may be given to the Established Church of Ireland to enable its Clergy and Laity to establish separate Schools from those established under the direction of the National Board. At the commencement and conclusion of his speech on the subject, Lord JOHN RUSSELL remarked as follows :—

“This is a system which was established by Lord Stanley in 1832. It has, since that time, received the support of successive Governments. Having been established by Lord Stanley, it was continued by the administration of Sir R. Peel, who refused to make any alteration with respect to these grants, it has gone on to the present time constantly increasing in the number of its schools and of its scholars. There had at first been at the utmost 100,000 scholars attending the National Schools in Ireland, while there are now upwards of 4000 schools, and upwards of 400,000 scholars. This is not, therefore, to be considered as an entirely new question, or a proposal now brought forward for the first time by Government ; but it is a system which,

having been first proposed by Lord Stanley as an experiment, has been found more successful than could have been expected, has extended itself very widely in Ireland, and has been of very great use in that country."

"For my part, I believe that a system which has now for sixteen years gone on increasing—which was set on foot by Lord Stanley, which was carried on by the Government of Lord Grey, of Lord Melbourne, and of Sir Robert Peel—for my part, I believe that such is worthy of the continued support of this House; and I should much regret any vote which would impair its efficiency and undermine its usefulness.

The motion of Mr. Hamilton was negatived, and the present system of Schools in Ireland was sustained, by a majority of 118 to 15.

We have received "*The Fourteenth Report of the Commissioners of National Education in Ireland for the year 1847*"—a document comprising 206 closely printed quarto pages. The amount of the Parliamentary grant is £90,000 sterling per annum. The expense of the Normal and Model Schools in Dublin for the year 1847, was £9,383 17s. 7d. sterling; Salaries of Teachers and Monitors in National Schools, £50,391 19s. 5d.; Salaries of School Inspectors, £9,322 1s. 7d.; the Book Department, £17,403 13s. 2d.; Office of the National Board in Dublin, including salaries of Secretaries and Clerks, £3,961 3s. 8d.; besides various miscellaneous items of expenditure. We are sure the following extracts from the Report will be read with lively interest:—

Total number of Schools.—The number of schools struck off the rolls during the year, 1847, for various reasons specified in the Appendix, was 82; 14 others are suspended, which may hereafter be re-opened; and 224 new schools were added to the list. The total number of our schools, therefore, on the 31st of December, 1847, was 4,128, including those in operation, those suspended, and those towards the building of which we have promised aid. The actual and expected attendance in these 4,128 schools, will be 429,728.

Salaries to Teachers.—The total amount of salaries paid to National teachers for the year ending 31st of December, 1847, was £50,391 19s. 5d., being an increase, under this head of expenditure, as compared with 1846, of £6,214 7s. 11d. We thought it necessary to explain, in our Report of last year, and we now repeat the statement, that "we neither profess, nor are we authorised by the State, to make grants of salaries to teachers, except *in aid* of local contributions from the Patrons of the schools, and from the parents of the children. The salaries supplied by us are to be regarded as only supplementary to those local payments." The same observation, regarding local contributions, is applicable to all other grants which we make.

We have long felt, however, that the rates of salaries, heretofore paid by us, even with the local payments, were inadequate to secure the permanent services of competent teachers; and we, therefore, suggested that an increase should be made to our grant, in the hope that we should be enabled, in the course of 1847, to make a small addition to the salaries of our teachers.

Our application was acceded to, although the augmentation to our grant was not so large as we recommended, or as we required, for various purposes specified in our estimate. In fulfilment of our promise, we increased the salaries of our teachers, during the year, to a limited amount; and a further augmentation will take place, in the current half-year, in the salaries of those who may receive promotion under the new scale of classification, to which we referred in our last Report.

New scale of classification of Teachers.—The following is the arrangement we have decided upon for the classification of the teachers, under the revised scale, which came into operation on the 1st of April of the present year.

Teachers of National Schools are divided into three classes, to which the following salaries are respectively attached :—

		Males.	Females.
First Class,	{ 1st Division, . .	£30 . . .	£24 per annum.
	{ 2nd Do., . .	25 . . .	20 “
	{ 3rd Do., . .	22 . . .	18 “
Second Class,	{ 1st Division, . .	20 . . .	15 “
	{ 2nd Do., . .	18 . . .	14 “
Third Class,	{ 1st Division, . .	16 . . .	13 “
	{ 2nd Do., . .	14 . . .	12 “
Probationary Teachers,	. . . .	10 . . .	9 “
Assistant Teachers,	. . . .	10 . . .	9 “
Mistresses to teach Needlework,	. . . .	— . . .	6 “

Salaries to Masters of Agricultural Schools.—Masters of Agricultural Model Schools, with farms of from four to eight acres annexed, who are competent to conduct both the literary and agricultural departments, are to receive £10 per annum, in addition to the salary of the class in which they may be placed.

Masters of National Schools, with a small portion of land annexed, consisting of from two to three acres, for the purpose of affording agricultural instruction, will receive £5 per annum, in addition to the salary of their class, provided they are competent to conduct both the literary and agricultural departments, and that the Commissioners shall have previously approved of agriculture being taught in the school.

Increased demand for books in the Colonies.—We have the gratification to state that the demand for our school-books in England and Scotland, is progressively increasing. Many of our Colonies, too, have been supplied during the year with large quantities; and in some of them a system of public instruction for the poor, similar in its general character to that of the National system in Ireland, as being equally adapted to a population of a mixed character as to their religious persuasions, is likely to be established. We have sent books and requisites to Australia, British Guiana, Canada, New Brunswick, Newfoundland, Nova Scotia, Gibraltar, and Malta. A complete series of our National School-books was also sent to Lord Seaton, the Governor of Corfu; and it is not improbable that they will be translated, at no distant period, into the Greek language, for the use of children attending schools in the Ionian Islands.

Model Schools in Dublin.—We refer, with satisfaction, to the flourishing state of our Model Schools in Marlborough-street; they have fully sustained, during the year, the high character they have so long enjoyed. The number of pupils on the rolls upon the 30th September, 1847, was, males, 685; females, 430; infants, 316—making a total of 1,431. The daily average attendance has at various times, in the course of last year, considerably exceeded 1,000.

Vocal Music, on Hullah's plan, continues to be successfully taught to the pupils of the Model Schools, and to the teachers in training; and is an attractive branch of instruction; it infuses animation into the ordinary business of the schools, and cannot fail, we think, under judicious management, to produce beneficial results.

Drawing from Models.—The practical usefulness of teaching linear drawing from models, is admitted by all who have seen the system in operation. In the great majority of the German schools, and in the principal training establishments in England and Scotland, it is carried on with great success. The best judges on this subject have borne strong testimony to its applicability to many of the most important purposes of daily life, and to the facility with which it enables a skilful teacher to impart a knowledge of the art of drawing. Feeling the importance of instructing the children attending our Model Schools, and our teachers in training, in this method of drawing, we have procured a Master of experience, possessing the requisite qualifications for teaching it, simultaneously, on a large scale.

Religious instruction to the pupils of the Model Schools and the teachers in training.—While every attention has been paid to the improvement of the children in our Model Schools, in the various branches of their secular education, the paramount duty of giving to them, and the teachers in training, religious instruction, has not been neglected by those intrusted with that duty. Upon this subject we deem it expedient to republish the statement made in our Report of last year, which is as follows:—"The arrangements for the separate religious instruction of the children of all persuasions attending these schools, and also of the teachers in training, continue to be carried into effect every Tuesday, under the respective clergymen, with punctuality and satisfaction. Previously to the arrival of the clergymen, each of the teachers in training is employed in giving catechetical and other religious instruction to a small class of children belonging to his own communion. These teachers attend their respective places of worship on Sundays; and every facility is given, both before and after Divine Service, as well as at other times, for their spiritual improvement, under the directions of their clergy."

Training of Teachers.—Our training establishments continue in a prosperous state. We have trained, during the year, and supported at the public expense, 224 National Teachers, of whom 137 were males and 87 were females. We also trained 14 teachers not connected with National Schools, and who maintained themselves during their attendance at the Model Schools. The total number of male and female teachers trained, from the commencement of our proceedings to the 31st of December, 1847, is 2,044. We do not include in this number those teachers who are not connected with National Schools.

Importance of the training of Teachers.—With reference to the training of teachers we have to observe, that the experience of each successive year

strengthens our conviction of its importance. It is vain to expect that the National Schools, established in all parts of Ireland, will ever be effectively conducted, or the art of communicating knowledge materially improved, until a sufficient number of well-paid Masters and Mistresses can be supplied, thoroughly qualified, by previous training, to undertake the office of teachers, and feeling a zealous interest in promoting the great objects of their profession.

Improvement in every successive class of Teachers.—We have observed, with satisfaction, a marked improvement in the appearance, manners, and attainments of every successive class of teachers, who come up to be trained in our National establishment. With reference to the two last classes, we have ascertained that 34 teachers in the last, and 73 in the present, had been originally educated as pupils in National Schools. It is from this description of persons, to whom the practice of instructing others has been familiar from their childhood, that we may expect to procure the most intelligent and skilful teachers, to educate the rising generation of Ireland. It is a gratifying fact, that the good feeling which has always prevailed among the teachers of different religious denominations residing together in our training establishment, has suffered no interruption whatever during the last year of extraordinary public excitement.

Number of Agricultural Schools.—We had in operation, on the 31st of December, 1847, 7 Model Agricultural Schools; and we have made building grants of £200 each to 10 others of this class, some of which are in progress. In addition to those schools, there are 12 other Agricultural Schools to which small portions of land are attached; and to the Masters of these we pay an additional salary of £5 per annum for their agricultural services; and other emoluments are secured to them by the local Managers. Since the commencement of the present year, several applications have been received for aid both to Model and ordinary Agricultural Schools; so that we hope to announce, in our next Report, the establishment of a greater number.

Agricultural Class Book.—We have published an Agricultural Class Book for the use of the advanced pupils attending the National Schools, which it is intended shall be read by all the pupils capable of understanding its contents. The object of this little work is to explain, in as simple language as possible, the best mode of managing a small farm and kitchen garden. Appended to it are introductory exercises, in which the scholars should be examined by the teachers. In order to render the lessons attractive, they have been thrown into the form of a narrative, calculated to arrest the attention of young readers. This reading book is not, however, designed as an Agricultural Manual for our teachers. We propose to supply this want by the publication of a series of Agricultural works, rising from the simplest elementary book, to scientific teaching of a high character, and comprehending various branches of practical knowledge, bearing upon the subject of agricultural instruction. We distributed last year, among our teachers, a variety of cheap and useful tracts, relating to the best modes of cultivating the soil, and providing against the dearth of food; and we are now engaged in circulating, amongst our Masters, several other elementary treatises on husbandry, recently published under the direction of the Royal Agricultural Society, and containing much valuable information.

School Libraries.—The want of School Libraries for the use of the children attending our schools has been long felt. To compile a series of instructive and entertaining works adapted to this purpose, would occupy a very considerable time, and require the assistance of many individuals well qualified for compiling books suited to the minds of children. Under these circumstances, we have adopted the necessary steps for the selection of a sufficient number from those already published. Care will be taken that they are unobjectionable, in all respects, to the members of every religious denomination. We shall buy them from the publishers at the lowest cost; and sell them at reduced prices to such of the Managers of our schools as may approve of their being lent to the pupils. We shall also frame regulations for managing the School Libraries when formed, which will insure a regular delivery and return of the books.

COMMON SCHOOL LAWS OF THE STATE OF NEW-YORK.—The State Superintendent, in his School Report for 1847, remarks as follows on this subject :—

"The outlines of the present system were established by the act, chapter 242 of the Laws of 1812; but the supervisors were not required to raise upon the towns an amount by tax equal to the sum apportioned previous to the act, chapter 192 of the Laws of 1814; and the districts did not receive an amount equal to both sums, until 1818. No report of money paid on rate-bills was made previous to the year 1828, when \$297,048.44 appear to have been contributed by individuals in this mode, for the payment of teachers' wages; and the average expense for tuition was \$1.09 and a fraction on the whole number of children taught. As before remarked, the present system took its form in the legislation of 1812, when the appointment of a Superintendent of Common Schools was provided for, and the duties discharged by a separate officer until 1821, when they were devolved upon the Secretary of the State. Although our school laws have been repeatedly amended and altered, and even re-enacted entire, for the purpose of presenting a complete system in one act, it is a curious, if not remarkable fact, that many of the provisions of the very last enactments are found expressed in language almost identical with the laws first passed. More than half a century has elapsed since the first appropriation of moneys was made from the treasury, "for the encouragement of schools," and although the permanent fund for this object has been accumulating forty-two years, it is only thirty-three years since the first income from this fund was distributed to the school districts. We may also assume that the main features of the system have been in full and active operation, about nineteen years, or since 1828.

"This, like every other work of man, has imperfections; and, like every other human institution in its minor details, must change with the ever varying progress of civilization; but, so long as the essential powers of reaction shall be retained in the system, as it hitherto has been, like the well balanced movements of a perpetual motion, it will perform its legitimate functions. What more appropriate office or acceptable duty can any government or community perform, than to make ample provision for the mental and moral instruction of its youthful citizens and members; to present to them the means of acquiring the necessary knowledge to aid them in the proper discharge of their duties here, and to prepare for a happier destiny hereafter."

THE TRUE METHOD OF EDUCATING ALL THE PEOPLE.—The following paragraphs from the "Third Annual Report of the Board of School Visitors in the City of Natchez, presented July 4th, 1848, and ordered to be printed by the Mayor and Council," elucidates most forcibly the principle of *Free Schools*—the only means of educating *all* the people—the cheapest and best system of government yet discovered. It is remarkable to observe, in the following extract, the contrast between the sentiments of the Common Council of the City of Natchez, in the Southern State of Mississippi, and the Common Council of the City of Toronto, in Upper Canada. The former provides *free* schools in which we are told "an admirable education" is given to *all*; while the latter *shuts up* the schools *because they are free to all*! It is a strange sight in the metropolis of Upper Canada, to see the prisons and asylums filled, and the common schools emptied—*grogeries* every where licensed and crowded, and the *common schools* every where shut up and locked—the *Sabbath* Bay-boats patronised, and the week-day schools proscribed! Let the City of Natchez read us the following lesson:—

"The property of the people should educate the children of the people. No one objects that government should be supported by taxation. Our governors and legislators are paid in this way; our courts of justice, our prisons and their inmates are supported by taxation. Every tax-payer contributes his proportion to the maintenance of the immured convict.—They pay for the gallows which is erected, and for the rope that hangs the felon; the man who fits the fatal cord and lets fall the drop, which launches him into eternity, is paid by the tax-payer. The money expended in pursuing, prosecuting and punishing criminals and other violators of the law, is enough to educate all the children in the community. If all that is expended in the country annually, in the pursuit, prosecution and punishing of persons offending against the law, and collateral expenditure growing out of these derelictions, could be devoted to the purposes of education, it would be sufficient to build a school-house in every school section in the Union, and pay the school-master. To bring matters home. Place in your hands the amount which the criminal side of our Circuit Court, with the attendant expenses of jurors and officers, and the costs, expenses and losses caused to the community, by the derelictions of those who are there

prosecuted, and we will pay all the expenses of the Institute, establish a common school wherever there is one needed in the county, and establish a Normal school which will send out fifty educated teachers yearly, pay all the professors, and provide good libraries and apparatus.

"No one complains of taxation for these purposes; but if a tax be laid for the purpose of educating the young, to prepare them for useful and honourable employments there are some to complain of hardship. Is it not better to expend money freely to foster virtue, than to punish vice? Educate the children, train them to useful employments, fill their hearts and minds with the lessons of morality and wisdom, and there will be no crimes to punish. Your prisons will be tenantless, and the busy spider will weave her web across the door of your almshouses. Let us be liberal in expenditure for the improvement and amelioration of our race, and we shall reap a rich reward. It will be like bread cast upon the waters, it will return to us multiplied after many days. But allow children to grow up in ignorance and vice, your prisons will be crowded with convicts, your almshouses thronged with dissolute paupers, and your substance will be eaten out to guard and feed them. It costs more to the State, to send one convict to the

penitentiary, supposing he will support himself by his labour when he is there, than will pay for the education of ten children for a year. Educate your children, and teach them useful employments, and

there will be neither criminals nor paupers. But to effect this, you must educate all. None must be neglected. Your system must be general. It must be *our system*, or something better."

FREE SCHOOLS IN THE STATE OF LOUISIANA.—We observe by the American papers, that Governor JOHNSON, of Louisiana, has issued a proclamation, calling an extra Session of the Legislature, for the purpose of devising measures to put into successful operation the system of *Free Public Schools*, which has been sanctioned by the people of that State.

HAMILTON CITY SCHOOLS.—In addition to the solicitude evinced by the City authorities of HAMILTON in regard to Common Schools, noticed in this *Journal*, p. 121, the Common Council by By-law further provides "That a special Assessment of two-pence half-penny in the pound be, and the same is hereby imposed on the assessable property within this city, and that the same be specially added to the present Assessment, *in addition to the Assessment heretofore imposed* for Common School purposes, in accordance with the report of the School Trustees, including £12 15s. for a Premium on School-house plans.

"GEORGE S. TIFFANY, Mayor.

"*Hamilton, August 30, 1848.*"

The Corporation of the Town of PICTON has also, we understand, made liberal provision for the support of its Common Schools.

LECTURES ON EDUCATION.—During the last autumn the Chief Superintendent of Schools made a visit to the several Districts of Upper Canada; and, in addition to holding public meetings for consultation on Common School matters, he lectured on the "Importance of Education to an Agricultural, a Manufacturing and Free People." In some districts he discoursed on but one of these subjects; in others on them all in one Lecture—treating each of them in a summary manner: but in other districts where time permitted, he discoursed on them in *two* Lectures. At several public meetings resolutions were adopted requesting the publication of these Lectures. An intimation was given that they would be published in the first volume of the *Journal of Education*. We now proceed to fulfil that engagement—hoping that some good may result from placing them before the public in this new and permanent form. The first of these Lectures, as it was written and delivered, without the alteration or addition of a sentence, is given in the present number; the second will appear next month.

JOURNAL OF EDUCATION.—We might occupy several pages with extracts of letters and testimonials which we have received from various Districts, as to the acceptableness and usefulness of this *Journal* ; and as we have no more personal interest in it than any other individual, except that we gratuitously incur the no small labour and responsibility of editing and publishing it, may we not intreat every reader friendly to its important objects, to do what he can to increase its circulation. As an example of what may be done where proper exertions are made, we may remark that from the comparatively new, poor, small, and interior District of Simcoe, the Superintendent has sent us the names of more subscribers, and a larger amount of subscriptions, than we have received from any other District in Upper Canada—Midland District being second and Brock District third. One School Visitor—a young Clergyman—has sent us the names of no less than 18 subscribers, with their subscriptions. Several Trustees and Teachers have also exerted themselves zealously and successfully. Should such co-operation be general on the part of all who are officially connected with the Common Schools, the entire edition of the first volume would soon be exhausted, and the utility of the *Journal* would be vastly increased, and we should see our way clear to proceed with a second volume. We shall not object to continue our own services gratuitously ; but we cannot be expected to continue to sustain a pecuniary loss in addition to the expenditure of so much time and labour. We believe we have redeemed our promise to the satisfaction of all parties as to the matter and character of the *Journal* ; we hope the gentlemen in the various districts will fulfil the assurances they expressed last autumn in promoting the circulation of it in their several localities. We may also add, that the pages of this *Journal* are specially adapted to Teachers as well as to Trustees and other friends of popular education ; and the assurance of experiment can be given, that a Teacher will derive not merely intellectual profit, but pecuniary gain by reading ; and directing the attention of his employers to the *Journal of Education*.

POSTAGE ON THIS JOURNAL.—When we omitted the cover from this *Journal*, we had reason to believe the postage would be reduced to a half-penny—as the *Journal* was printed on a newspaper sheet ; but it has been decided by the Deputy Postmaster General that, in consequence of its form, this *Journal* is subject to double newspaper postage. A reference has been made to England on the subject, and there the double-postage decision against the *Journal of Education* has been confirmed. We hope a more enlightened system of postage will soon be established in Canada. In the mean time, in the event of a second volume of the *Journal of Education* being published, its form will be such as to secure to subscribers the advantage of newspaper postage.

NOTICE.

The Summer Session of the NORMAL SCHOOL will close the middle of October with a Public Examination of the Students in the several Departments of the Institution. The *Winter Session*, of five months, for 1848-9, will commence on *Wednesday*, the 15th of November. All Candidates for admission Male and Female, must present themselves during the first week of the Session, otherwise they cannot be admitted.

ERRATA.—As the author of the Lecture on the Importance of Education to Farmers—published in the present number—was absent when it went to press, two or three errors, which affect the sense, have escaped detection. In the last line on the 261st page, for “intelligent population,” read “intelligent rural population.” In the last line but one on the 266th page, for the “the farmer,” read “farmers.”

ACKNOWLEDGMENTS—To 20th September, inclusive.

Rem. from Messrs. P. Milne, T. Topping, J. Rogerson, D. McMillan, H. A. Hardy, P. B. Spohn;—Supt. Western District; A. Murray, Esq., M. D.;—Supt. Newcastle District, 2 rem. and subs.; Rev. W. H. Poole, 3 rem. and subs. (We beg to express our many obligations for your active co-operation); Supt. Simcoe District, rem. and subs.

N. B.—Back numbers supplied to all new Subscribers.

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FOR

Upper Canada.

Vol. I. TORONTO, OCTOBER, 1848. No. 10.

LECTURES

Delivered by the Chief Superintendent of Schools in the several Districts of Upper Canada during his official tour, September to December, 1847.

LECTURE II.—THE IMPORTANCE OF 'EDUCATION TO A MANUFACTURING, AND A FREE PEOPLE.

I have addressed you on "*The Importance of Education to an Agricultural People*"—the intimate connexion between the education and prosperity of an agricultural country ; it yet remains to illustrate the connexion between the education of a country and the advancement of its manufactures and trades, and also between the education of a free people and their civil government.

On the former of these topics I have anticipated much that might be said in my remarks on the mechanics of agriculture ; and I must restrict myself to a single paragraph in giving a summary of what I would wish, under other circumstances, to say on a subject so extensive and important. The mechanic arts are the medium of the power of mind over matter, and the vital principle of modern civilized society ; the grand instrument by which man makes the great store-house of nature minister to his wants, tastes, and pleasures, and the chain which binds different classes of society, and even nations and continents into the mutual dependence, friendship and intimacy of a common brotherhood. To the arts of mechanism we are indebted for the habitations which we occupy, the clothes which we wear, the greater part of the food that we eat, and the beverages that we drink, together with the books that we read, the sculpture and paintings which we behold, and the social intercourse, civilization and refinement which grow out of these endlessly diversified branches of human industry, genius and enterprise. They involve the development of the resources and laws of nature for the benefit and happiness of man ; and, in proportion to our education in a knowledge of these resources and laws will, be our power to render them subservient to our interests and wishes. It is thus that human power is multiplied hundreds of times in the most common and essential departments of manufacturing industry. Mr. BAINES, in his *History of Cotton Manufactures*, says, that the spinning machinery of Great Britain, tended by one hundred and fifty thousand men,

"produces as much yarn as could have been produced by *forty millions of men*, with the one thread wheel;" that is, the power of one man, by means of ARKWRIGHT'S discovery and invention, is equal to that of more than *ten hundred and sixty-six men* previous to the latter part of the last century. Dr. BUCKLAND, in his *Geology and Mineralogy* states, that "the amount of work now done by machines, in England, is equivalent to that of *three or four hundred millions of men, by direct labour.*" These are but isolated examples of the multiplication of man's physical power, and consequently of the saving of labour, by the use of machinery alone in the productions of manufacture, apart from the applications of it to commerce, to travelling, to architecture, and to numberless objects of human want and desire. What a splendid prospect do the improvements and applications of mechanical science present to the rising and future generations of Upper Canada!

Now knowledge is the very foundation of the existence and progress of the mechanic arts; and hence the importance of appropriate educational culture in order to their successful establishment and wide extension in Canada. Great improvements have already taken place in our manufactures and machinery and mechanical implements of various kinds; but the greater part of our best manufacturers, and engineers, and mechanics have received their education and training in other lands, and not a few of our best machines and implements are of foreign manufacture. It is essential to the social progress and greatness of our country, not to say its best interests, that it should educate its own manufacturers, engineers, mechanics and artists, as well as its own scholars and agriculturists.

But, I am now to consider education, not in immediate reference to either our manufacturing or agricultural, but *civil* interests—its importance to a *Free People*. Without any preliminary definitions as to what constitutes civil liberty, and what system of government is best adopted for its security and preservation, I take for granted, in the following observations, that the people of Canada are a free people, and that they are desirous of perpetuating their freedom, and of attaining and transmitting to their descendants all the advantages which free institutions are calculated to impart.

1. I observe then, in the first place, that *public education and public liberty stand or fall together*. Public liberty involves a state of society, as well as a system of government. The very terms 'free people' suppose the existence of laws enacted by the consent of the people, and in the administration of which they participate. This supposes a knowledge of the principles of law on the part of the people, and their ability to aid in sustaining and administering those laws. Hence writers on government and statesmen have advocated or opposed the education of the mass of the people, just in proportion as they advocated or opposed their enfranchisement in regard to legislation and government. When kings only were regarded as legislators, they and the instruments of their will were alone regarded as the proper subjects of public education. When CHARLES the FIRST stood upon the Scaffold, he declared with the sincerity of a martyr to his principles, that "the people's right was only to have their lives and their goods their own, a share in the government being nothing pertaining to them." The creed of CHARLES the FIRST was the creed of most rulers of his own and preceding ages; and it is the creed of all advocates of despotic government. As this creed shuts out the people from all share in the government of a country, so it has given them no share in its education. Just in

proportion to the rights of self-government, have been the care and provision for the extension of education. Thus in England, since the enfranchisement of the great body of the nation by the Reform and Municipal Bills, the attention of statesmen, of the churches, and even of political economists of all shades, is directed to the great subject of popular education, and their energies are put forth for its diffusion; and so it is in France since the old dynasty of despotism was superseded by a constitutional monarchy. So in Canada, before the admission of the voice of the people as a principle of legislation and government, their general education was viewed with cautious jealousy as a doubtful experiment or utopian theory; the lands which had been appropriated for that purpose remained unproductive or were alienated to other purposes; and it is only since the establishment of what may be properly termed 'free government,' during the administration of Lord SYDENHAM, that the serious attention of public men of all parties has been practically directed to this essential and most vital interest of a free people.

Now these facts speak a plain and intelligible language—the language, not of one sect or party, but the language of nature—the native language of a system of government; and the purport of it is, that the civil liberties of a people and the education of a people are correlative parts of a system, and are inseparably connected—while popular ignorance is the natural ally and instrument of despotism or anarchy. The increase of ignorance is the evening twilight of civil freedom; and every professional man, or agriculturist, or manufacturer, or trader, or mechanic in Canada, is a friend or an enemy of free government just in proportion as he promotes, or retards, or opposes, the extension of sound education in his own family and to the youth of the province at large.

II. I observe, secondly, that education, and even some general knowledge, is necessary to enable the people to discharge and exercise judiciously the first duty and most valued privilege of a free-man—the *Elective franchise*. The possession of this right is a practical recognition that every freeholder is entitled to a voice in the enactment of laws which affect his person or property, or by which he is governed. This is one of the most essential conditions of a free government; but it involves corresponding duties and supposes corresponding qualifications or the part of electors. It is one of our dearest and justly cherished tenets, that the people of Canada make their own laws; but, if they are the source of the laws, ought not that source to be pure, intelligent and enlightened? Ought not our primary law-makers—the freeholders of Canada—to be, in the first instance, duly informed and impressed that this grand element of political power is not in breach of allegiance to the Supreme Ruler. EDWARD A. LAWRENCE, Esquire,—a distinguished lawyer in Boston, U. S.—lately observed in a public address, "that political power is not creative, omnipotent power, is not power to contravene in legislation the revealed law of JEHOVAH. To believe and act upon such a principle in legislation is suicidal in policy and infidel in religion. He who created man, has never resigned His right to govern him by *His own laws*. They were enacted for man in all his relations. They are binding in them all, and, in their bearing on our civil relations, as a matter of civil policy, they should be early understood. The Bible is the legislator's as well as the christian's manual—the elementary Statute-book of the State, no less than of the Church. This is not here urged as a reason for biblical study, but that the minds of the young may be impressed with the moral force and obligation of civil law. Such an impression would do

more to make them wise legislators and law-abiding citizens, than almost any one branch of study now pursued. They should be taught, that 'of law,' (as says the excellent HOOKER,) 'there can be no less a knowledge than that her seat is in the bosom of God. Men, by natural discourse, attaining the knowledge thereof, ~~are~~ *are* the makers of those laws, which, indeed, are His, and they but only the finders of them out.' * A second remark under this head is, that all who have a voice in making the laws of the country should be competent to make up their minds on those questions which are from time to time the subjects of legislation. This is an important duty, as well as privilege. But it cannot be rationally and wisely discharged without intelligence; and intelligence is the offspring of education. Let us glance for a moment at some of the questions (without intimating an opinion on the merits of any one of them) which the people of Canada have been called upon to decide during the last few years. One is the relation of Christianity, through the several forms or persuasions of its professors, to the State, and the civil relations of these persuasions to each other—involving nice and comprehensive considerations of the common and peculiar ends and functions of both the State and the Church;—as the end of both is the well-being of man, how their influence and energies are to be combined and employed with the greatest efficiency for the promotion of that end, and how, in connexion with its accomplishment, the rights of conscience are to be sacredly and equally protected. Now, how could a practical judgement be formed on such a vast subject—such as should be formed by every intelligent and christian freeholder—without some considerable knowledge of both civil and ecclesiastical polity, of both civil and ecclesiastical history, as well as some mental discipline and habits of investigation?—Another question which has deeply engrossed the public mind in U. Canada, is our system of local government itself, in respect to the responsibility or irresponsibility of the advisers of the Crown in Canada to the people of Canada;—a question comprehending an inquiry into the first principles of the British system of government—the relation of a colony to the parent state and to foreign countries, the relation of our local government to the Canadian people on the one side, and to the Imperial government and Parliament on the other—a question which has tasked the powers of the profoundest statesmen, while its application to Canada has been submitted as a legitimate subject of popular decision. Another subject which has at different times demanded the judgement of the people of Upper Canada, through their representatives, is, the *circulating medium*, and how far the currency, which is the Representative of value, must have intrinsic value in itself, and how far and under what restrictions and securities it may be represented by paper—a deep and important question of political economy, demanding an acquaintance with foreign as well as with domestic relations and commerce. A fourth general question is, that of *internal improvements*—the construction of public works for the facilities of navigation and inland communication, between different parts of the country—a subject requiring intelligent and most pains-taking inquiry and comprehensive judgement, and in consequence of an ignorance of which the public has been exposed to heavy losses and disappointments from individual jobbing and speculation. A fifth question of high importance is our *Municipal institutions*

* Address before the American Institute (1842): On the Elementary Principles of Law as a Branch of Education in Common Schools.

—embracing matters of deep consideration in respect to their practical influence on the thinkings and feelings and character of the people, and their relations to the Provincial Government and Legislature, together with their appropriate constitution and powers and legitimate sphere of beneficial activity. A sixth subject of great intricacy as well as vital importance, after having engrossed the attention of all Europe, and nearly convulsed the public mind in England, has been pressed upon the attention of the Legislature and people of Canada; I refer to the *Protective policy* or *Free Trade*, as bearing upon the interests and prosperity of our infant manufactures, agriculture and commerce. In this great question, the people of Canada are not, indeed, the architects of their own fortune; but much has been left to their own action, requiring an extensive examination and induction of facts, and deeply affecting their interests. —There are still other two questions not less in importance than any or all of those which I have mentioned, and evincing the necessity of general intellectual culture and knowledge among the people, namely, the questions of Elementary and Academical education. To provide for the education of the people has been admitted upon all hands to be one of the most important duties and appropriate functions of the Government. This requires a law; a law requires legislation; and legislation is the representative act of the people. It is then both their right and duty to judge as to the provisions of such a law—what is required of the Government, what of the local Councils, Superintendents and Trustees, or whether such officers shall exist at all or not. How can an intelligent judgement be formed on such a subject without acquaintance with the principles of responsible and popular government, and without some knowledge of the experience and practice of other free and enlightened countries? Ignorance on such a subject leads to an opposition which, as far as it extends, is directly injurious to the best interests of the rising generation. I have had occasion to witness examples of the most palpable and perverse ignorance on this subject. I have even seen in certain of the public prints a provision of our law ascribed to Prussia which was borrowed from the School law of the City of Buffalo; and another provision represented as of despotic origin which was derived from the School law of the State of New York, as amended in 1844; and another provision declared to be incompatible with the rights of man which forms the basis and glory of the Common School system of the State of Massachusetts. Now, if any person can be found ignorant enough and yet reckless enough to publish such absurdities, there ought then to be intelligence enough among the people at large to correct them and to judge for themselves as to the essential principles and features of a public system of elementary instruction.—Then, in regard to the provision for Academical and Collegiate education, a grave question is submitted to the consideration of the country, whether the Provincial system of University education shall consist of one University College for the whole Province unconnected with any form of religion; or whether it shall consist of several University Colleges connected with the religious persuasions of the country, including the modification of the District Grammar Schools and the establishment of District Agricultural Schools with Model Farms. To decide as to which of these systems (for such they may be called) is best adapted to diffuse useful knowledge most extensively and to promote most widely the best interests of education and of the country at large, requires much inquiry into the experience of other countries, both monarchical and republican, and a careful

survey of the social character and wants of our own country. Yet such is the duty which a free government imposes upon every freeholder in Upper Canada. When but a few had a voice in making the laws, but few needed instruction to be able to judge of their expediency or merits. With the extension of liberty is the necessity for a corresponding extension of knowledge; and with the extension of free government is the increased complexity of that government. No notion is more erroneous than that because a government is free, it is therefore simple, and requires little skill or intelligence among the people. No government is so simple as where one man's will rules all—where the Legislature is one man, and not two Houses of Parliament—where the government is a unit, and without a check, and not a distribution of limited and responsible powers to various individuals and bodies—where law is a royal mandate to be obeyed by all, and not a science to be discussed and judged by all. If free government now devolves upon the people at large to do what despotism formerly limited to kings and nobles—the power and duty of making laws—then ought the people at large to be educated as formerly were kings and nobles. We justly denounce the ignorance of kings and nobles in whom were invested the powers of legislation and government; should we less strongly deprecate the ignorance of a people who are invested with the same powers?

The several great questions which I have mentioned above, and to which many others of scarcely less importance may be added by any person acquainted with the civil history of Upper Canada for the last twenty years, show how much knowledge should be possessed by every freeholder in order to enable him to discharge the very first duty of his citizenship. If he chooses indeed to resign himself and his rights to be a mere passive tool in the machinery of party, he will require to know no more than to do as his leaders or masters may dictate; but if he will exercise his right of suffrage with intelligence and independence, and for his country, and not as the creature of a party, he must be able to make up his mind for himself on all the great questions of the day—and such becomes both the dignity and duty of a free man. He may not be able to discuss all these questions, especially in public; but he should be able to judge not only of the questions which involve the interests of his country, but of the character and qualifications of the men whom he would trust with the immediate care of those interests—a matter in which the conscience of right and of duty should never be drowned in the strife of party, and in which the wisdom of PLATO's maxim still holds good: "We should never choose any one as a guardian of the laws who does not exult in virtue."

III. A third general observation is, that the people are not only called upon to take a part in making laws, but also in administering them. The trial by jury not only confers upon the people a valued privilege, but imposes upon them a solemn and responsible duty. As jurymen they are often called to decide upon your character, your fortune, and even upon your life. When a man's good estate, his good name, his life, his all for himself and family, is suspended upon the verdict of a jury, is it not important that each man of that jury should have mental discipline sufficient to be able to follow a statement of facts or a train of thought? Ought he not to be capable of estimating evidence, of weighing arguments, of detecting fallacies, of making up an impartial and independent judgement? The very office of jurymen supposes thus much; the sophis-

try of counsel requires it ; and the instructions of the Court do not supersede, but even assume it. If the trial by jury is the pillar of public liberty, the virtue and intelligence of jurymen is the pillar of public justice. Ignorance and corruption in the jury-box are the death-knell of freedom, and the precursor of anarchy or despotism. The simplest and most common duty of a jurymen is to decide upon disputed accounts—a duty for which he is utterly incompetent without some knowledge of figures, and therefore an ability to read and write. The intelligence and character of jurymen are the measure of a country's advancement in intellectual and social civilization, its fitness for free institutions, and its capacity to sustain and administer them for the common good. The impartial and efficient administration of the jury system of our country requires, therefore, the education of its people.

IV. I observe again, that the education of the people is of the greatest importance in order to fulfill the various official trusts which a system of free government creates. The duties of the franchise and the jury-box are only two out of many civil duties which must be performed in a free country. In the administration of the law, both criminal and civil, there must be constables, clerks, magistrates, sheriffs and judges as well as jurymen. In the execution of the School law, there are required teachers, trustees, visitors and superintendents. In our system of municipal institutions, there must be collectors, clerks, councillors, wardens and mayors. In our militia system we require officers, from the corporal up to the adjutant-general ; and in the legislative system, we must have legislators from every district in Upper Canada. And I may add, that the religious persuasions of our country taken together constitute its Christianity—its instruments and entire apparatus of religious and moral instruction ; and the interests of Christianity under any form, demand that its teachers and office-bearers should be men of education and intelligence ; and the very term 'Christian,' properly understood, is synonymous with knowledge as well as with faith and morals. There can be no free state—no government of law—no security of person and property—without religious faith and morals ; and history furnishes us with no example of the existence of religious faith and morals without teachers of them, any more than of the existence of general education without School-masters. When I have heard flippant allusions made to the religious Teachers of the day, I have asked myself, what would have been the moral and social state of Canada without those Teachers—what would have been the death-beds of our predecessors on the stage of life—what would have been our state and hopes—what sort of Government and institutions would there have been in Canada, or would there have been any ? In enumerating the chief public trusts appertaining to the institutions of a free people, I can not omit the Teachers of Christianity—though not officers of the State—as no State will long exist without them, and as their very profession and connexion with the several sections of the population make them the most efficient class of men in any country to promote in various ways its educational interests ; and, therefore, their education is a matter of no small importance to the country at large. The history of education in the United States of America, where there is no connexion between any one form of Christianity and the state is sufficiently evincive of the truth and importance of this remark, without referring to Scotland, England and other European countries. More than two-thirds of the Professors of Colleges, Principals of Academies, Authors of School Books, and originators of enterprises and

publications for the promotion of science and the diffusion of general knowledge, in the United States of America, are religious teachers; and it is, in my opinion, to the principles and knowledge which they have imparted, more than to any sagacity and skill of Statesmen, that the experiment of their form of government has succeeded beyond all precedent of either ancient or modern history. Even their philosophical and political writers admit and maintain that the very existence of their institutions is identical with the morals and intelligence of the people, and the moral intelligence of the people in its principles, practice and literature is, almost entirely, the offspring of their religious teachers.

But to return from this digression to the topic under consideration—namely the vast number of educated men required in the Legislative, Executive, Judicial and Municipal departments of our free government, extending to every district, and township, and village, and among all classes of society. Now, for the duties of all these trusts and offices, we are obviously reduced to one of four alternatives—either to have them filled with uneducated persons; or to have them filled by office-seekers from the old Country; or to educate a privileged class, who will, of necessity, be the monopolizers of the honours and emoluments of office, by the establishment of a collegiate system, whose expensiveness will exclude all but the most wealthy; or to provide such a system of general education as will afford facilities for the education of men in every district competent for all the duties which the institutions and choice of the people may require. Which of these courses is preferable is obvious to every man. The efficiency of every one of these offices depends infinitely more upon the qualifications and character of the incumbents, than upon the provisions of the law. The sphere of some of them is very limited; of others, very extensive and unspeakably important; and the appointments or elections to them must depend upon the education and intelligence of those from whom and for whom the appointments or elections are made. And when we look at the diversified machinery of free government itself, and the still greater diversity of its modifications and applications to the ever varying wants and circumstances of society, how much education and intelligence among the people at large are indispensable to appreciate, to frame, to modify and to apply it in all its parts and details in promoting the true end of free government—the greatest good of the greatest number—the greatest temporal and moral interests of civilized man. On this little understood but most important subject, suffer me to adopt the sentiments and words of one of the most excellent and enlightened men in the United States—the late Hon. Judge STORY—who in an address to the American Institute of Instruction, *On the Science of Government as a Branch of Popular Education*, remarks as follows: “Government admits of very few fixed and inflexible rules; it is open to perplexing doubts and questions in most of its elements; and it rarely admits of annunciations of universal application. The principles best adapted to the wants of one age or country, can scarcely be applied to another age or country without essential modifications, and perhaps even without strong infusions of opposite principles. The different habits, manners, institutions, climates, employments, characters, passions, and even prejudices and propensities of different nations, present almost insurmountable obstacles to any uniform system, independently of the large grounds of diversity from their relative intelligence, relative local position, and relative moral advancement. Any attempt to force upon all nations the same modifications and forms of government would be founded in just as

little wisdom and sound policy, as to force upon all persons the same food, and the same pursuits ; to compel the Greenlanders to cultivate vineyards, the Asiatics to fish in the Arctic seas, or the polished inhabitants of the South of Europe to clothe themselves in bearskins and live upon moss and whale-oil ! Government, therefore, in a just sense is, if one may say so, the *science of adaptations*,—variable in its elements, dependent upon circumstances, and incapable of a rigid mathematical demonstration. The question, then, ‘ what form of government is best, can never be satisfactorily answered, until we have ascertained for what people it is designed ; and then it can be answered only by the survey of all the peculiarities of their condition, moral, intellectual and physical. And when we have mastered all these, (if they are capable of any absolute mastery) we have then but arrived at the threshold of our inquiries. For as government is not a thing for an hour, or a day, but is, or ought to be, arranged for permanence, as well as for convenience of action, the future must be foreseen and provided for, as well as the present. The changes in society, which are forever silently, but irresistibly going on—the ever diversified employments of industry—the relative advancement and decline of commerce, manufactures, agriculture and the liberal arts—the gradual alterations of habits, manners and tastes—the dangers in one age from restless enterprise and military ambition, in another, from popular excitements and an oppressive poverty, and in another age from the corrupting influence of wealth and degrading fascinations of luxury—all these are to be examined and guarded against, with a wisdom so comprehensive, that it must task the greatest minds, and the most mature experience.”

The comprehensive glance of this learned American Jurist and philanthropist at the diversity of modifications incident to the operations and applications of government, must impress the reader with the importance of educational culture on the part of all who have any voice in its legislation or administration, even in the smallest of its municipal districts or divisions. What part can ignorance rationally or safely take in the affairs of a free government ? Is an uneducated and ignorant man competent to be a School Teacher—to be a School Trustee—to be a Councillor, or Magistrate, or to fill any office whatever, even that of Collector or Constable ? Does a man wish his sons to swell the dregs of society—to proscribe them from all situations of trust and duty in the locality of their abode—to make them mere slaves in a land of freedom ? Then let him leave them without education, and their under-foot position in society will be decided upon. But does a man desire to see his sons—however poor at present—rise to situations of respectability and usefulness ? Let him, at whatever toil or sacrifice, give them an education which will enable them, by appropriate improvement and enterprise, to attain the highest places in the gift of their fellow countrymen.

It may be said that the knowledge necessary for the performance of any of these civil duties is not taught in the schools, and that there is neither time nor opportunity for teaching them, even, if children were capable of comprehending them. In reply, it may be observed, that school instruction furnishes to the pupil the instruments of knowledge, rather than knowledge itself—the principles or elements of knowledge, their varied development and application being the work of future study and practical life. For example, the school does not teach commercial science, but it prepares the pupil for its pursuit by teaching him the science of numbers and the art of book-keeping, the physical

geography of the earth, the character and pursuits of nations. The school does not impart a knowledge of agriculture ; but it teaches, or rather, it may and ought to teach, those elements of knowledge of which agriculture is the application. The school cannot teach general history ; but it can teach those outlines or elements, which may be filled up and completed in subsequent years. So the school does not teach political science ; but it may and ought to teach those elements of it which are within the limits of school teaching, and within the time of school attendance, and within the capacity of youth ; and the application of which involves their several duties as members of the State. And in the mastery of these elements—in thus laying the foundation—youth acquire that mental discipline, and those aids and directions in the acquisition of knowledge which prepare them to act the part of intelligent free men, and to erect a superstructure of varied knowledge and usefulness.

It is also worthy of remark, that the principles of the several branches of useful knowledge are few, and generally simple and easy of comprehension. The principles of grammar, for example, are few and simple, though the application of language is unlimited and its treasures exhaustless. The infinitely varied calculations and uses of numbers are but the development and application of four fundamental rules and two simple operations. And what are the theorems and problems of geometry, but the illustration and application of a few definitions and axioms, establishing principles which enter into the operations and employments of every day life, as well as into the profoundest speculations of abstract science. It is so with the cardinal truths of revelation ; so with the elements of nature ; and so with the fundamental principles and outline features of government. They admit of simple enunciation and easy explanation. The great truths of political philosophy have been evolved by mighty minds, as the great law of universal gravitation required the genius of a NEWTON to discover it ; but as every school-boy can understand and even act under a conviction of the latter, in avoiding falling bodies or falling himself ; so can he understand the former in the performance of school duties and the authority and exercise of school discipline and government. The arrangement of the different parts of a government are not more difficult to comprehend, than the arrangement of the different classes of the school ; nor is it more difficult to comprehend the value of checks and divisions of power in a government, than to understand the value of good order in the school.

Education is designed to prepare us for the duties of life—to teach the rudiments of those things which we are expected to do when we grow up to manhood. A free people have much to do with government in its various departments and administrations—for no part of which are they qualified without education. It is true every school boy is not likely to be a statesman, or a public functionary ; but as a freeman he will be called upon to judge of the conduct of both, and he may and ought to be an intelligent and useful man in his neighbourhood, and understand and perform his duties as a man, a citizen, and a Christian. Nor ought his connexion with the school to cease with his attendance as a pupil. In connexion with the school, there should be a library ; the school is for the young ; the library is for both old and young ; and the pupil should go from the schoolmaster to the library—from mastering the text books of the school to mastering the books of the library. Thus will the avenues to temptation be avoided, the circle of his knowledge be enlarged, and he will be prepared to exercise his privileges with independence and discretion.

and perform his civil and social duties with honor and success. And on careful examination, I believe it will be found, as a general fact, that the mechanic, the trader, and the farmer, has more time for miscellaneous and general reading than the lawyer or physician. Lord BROUGHAM—long the eloquent and active friend of popular education—has observed on this point, (and with his words I will conclude my remarks on the connexion between education and free government,) that, “A sound system of government requires the people to read and inform themselves upon political subjects; else they are the prey of every quack, every imposter, and every agitator, who may practise his trade in the country. If they do not read; if they do not learn; if they do not qualify themselves to form opinions for themselves, other men will form opinions for them, not according to the truth and interests of the people, but according to their own individual and selfish interests, which may, and most probably will, be contrary to that of the people at large. The best security for government, like ours (a free government) and generally for the public peace and public morals, is, that the whole community should be well informed upon its political, as well as its other interests. And it can be well informed only by having access to wholesome, sound and impartial publications.”

V. I will conclude by a few observations arising from a consideration of the state of our country and our duties as Christian parents.

Ours is an age of restless enterprise, and ours is a country of plodding industry. This is the pressure of necessity, no less than the impulse of interest and ambition. Our population consists of men of labour, rather than men of “fortune.” The people of Canada are neither beggars nor idlers, but workers; and they must work or starve. Competition has also entered into their pursuits, and is now blended with them all, except that of agriculture, and becomes keener as society advances. Men must now not only work, but compete, to live; and the successful competitor of twenty years ago would be distanced by the ordinary competitor of now-a-days. This, as a general remark, is true in politics, true in scholarship, true in almost every branch of business and labour. Improved methods of travelling, of business, and of labour, have been introduced; and machinery of various kinds has reduced the expense and increased the productiveness of human labour. Land is not to be acquired, nor business established, nor situations obtained, nor speculations pursued as in former years. And how is the uneducated and unskilful man to succeed in these times of sharp and skilful competition and sleepless activity? And these times are but the commencement of a spirit of competition and enterprise in the country. The rising generation should, therefore, be educated not for Canada as it has been, or even now is, but for Canada as it is likely to be half a generation hence. No man can hope to succeed who does not keep pace with the age and country in intelligence, skill, and industry.

Nor are we to overlook the infusion into our population which is now taking place by immigration. It is estimated at not far from one hundred thousand this year—nearly one-sixth of our entire population. Many of these immigrants will doubtless add both to the intelligence and productive industry of the country. But is this the character of most of them? From their former wretched circumstances and still more wretched habits, they are notoriously as destitute of intelligence and industry, as they are of means of subsistence. Their condition appeals to our humanity; but their character justly excites

our solicitude, and demands our practical attention. The physical disease and death which have accompanied their influx among us* may be the precursor of the worse pestilence of social insubordination and disorder. It is therefore of the last importance that every possible effort should be employed to bring the facilities of education within the reach of the families of these unfortunate people, that they may grow up in the industry and intelligence of the country, and not in the idleness and pauperism, not to say mendicancy and vices of their forefathers. A sort of moral compulsion and municipal authority might perhaps be well employed for this purpose, should ordinary means prove unsuccessful; for the sun of our country's prosperity and hopes will set in darkness, should an untaught and idle pauper immigration be able to set at defiance the laws, and control their administration.

To ourselves as parents and as members of a social compact, the subject of education presents additional claims to support and exertion. Virtue is not hereditary; education is not hereditary; the arts are not hereditary; property is hereditary, and so are some of the worse propensities of our nature. What we cannot transmit after our death, we should the more sedulously provide for during life. It is far better at any expense, to endow our children with virtue and intelligence, than with property and ignorance, and, what is most likely to follow, vice and extravagance. And if a man is criminal in throwing a fire-brand into his neighbour's buildings, or employing an assassin to take his neighbour's life; is he less so in bringing up and sending abroad children into the community who are prepared by ignorance, by lawlessness, by vice, to be pests to society—to violate the laws, to steal, and rob, and murder—too ignorant to be useful to themselves or others, and too vicious to be anything better than vagabonds and incendiaries. The parent who neglects the education of his children is guilty of a double wrong; a wrong to his children by depriving them of that which their helpless and depending situation and his relation to them obligate him to provide for them—a wrong to the community by depriving it of so many instructed and useful members and inflicting upon it so many ignorant and dangerous ones. I hold it to be the natural right of every child in the land to receive such an education as will fit him for the duties of life, and that the obligation of the parent and the state is commensurate with the indefeasible right of the child. To this obligation of nature and of the social compact, are added the commands of God and the sanctions of eternity. Should every parent act under the influence of these impulses and obligations, how soon would our country be peopled with a race worthy of their sires and worthy of the best ages! The character of the coming generation is in the hands of the present. Our future jurymen and councillors and magistrates and legislators, and officers of both church and state, are in our schools, around our firesides, or on their mothers' knees. They are now as clay in the hands of their parents to be moulded by them into vessels of honour or of dishonour—to be made the ornament or the disgrace, the benefactors or the plagues, the blessing or curse of their race. Let them be taught industry and economy; but let them also be taught virtue and knowledge. Let them not be merely selfish and money-getting Carthaginians; let them be Christian and intelligent

* Emigration from the Old Country was the cause of introducing fatal and extensive diseases into Canada this year, 1847.

men. Let a taste for reading and reflection accompany the acquisitions of property. Let us give to our children the keys of virtue and knowledge as well as establish them in business. Let the family circle, during the long winter evenings especially, be the school of improvement in the histories of nations, the wonders of the universe, the discoveries of science, the inventions of art, the advancement of literature, the institutions of government, the productions of our own and foreign countries, the progress and exchanges of industry and commerce, the experience of our race, and man's great moral interests and duties. Let the rising generation be educated for their country as well as for themselves. Let a heathen instruct us on this subject—one from whose lips burst forth the soul of liberty and the only surviving specimens of a purely original Roman literature. The great CICERO, in the most mature and not the least splendid of his works, expresses the following sentiment, which ought to be inscribed upon the door posts of every dwelling: "Our country has not given us birth, or educated us under her law, as if she expected no succour from us; or that seeking to administer to our convenience only, she might afford a safe retreat for the indulgence of our case, or a peaceful asylum for our indolence; but that she might hold in pledge the various and most exalted powers of our mind, our genius, and our judgment, for her own benefit; and that she might leave to our private use such portions only, as might be spared for that purpose."*

From the Teacher Taught.

VISIBLE ILLUSTRATIONS—USE OF APPARATUS.

The mind receives its materials of knowledge through the organs of sense. We have no evidence that a mind, having no organs of communication with matter, would increase in knowledge. By this, I do not mean that all our ideas are derived originally through the medium of the senses. But those which are thus received, as DUGALD STEWART says, seem to be the *occasion* of the commencement of a train of thought in the mind. I look at two men, and, from the conception I have of those men, there arises in my mind an idea of their relative height or size. We first get ideas through the senses, and by comparing them, reflecting upon them, or by reasoning about them, there springs up in the mind a new class of ideas, more purely intellectual than the original thoughts.

The abundance of one's intellectual knowledge, and the degree of his mental improvement, will depend somewhat on the number of his ideas of sense, but more on the *distinctness* with which the mind perceives them. Unless the original perception is distinct and clear, it is a useless material; the mind cannot manufacture it into anything valuable.

It is well known that the ideas of some of the senses are more distinct than those of others; the impressions made upon the mind through the eye are more vivid and distinct, than those made through hearing, tasting, or smelling. It is generally more difficult for persons to conceive how an absent object feels, than how it looks. Hence there is a greater probability of getting access to a

* De Republica, li. ch. 4.

child's mind through the eye, than either of the other perceiving organs. If, therefore, a way can be devised to bring the ideas we wish to communicate to a child to the window of vision, we are very sure they will get admission.

It is desirable to present the thought to as many of the senses as possible, for in this way it is more likely to arrest the attention of the pupil, than if presented to one sense only. The different senses view the object or subject in different aspects ; if, therefore, we can approach the child's mind through two, three, or four senses at the same time, he will know more respecting what is taught than if we approach it through one sense. Present to the eye of a child something he has never seen, and he is not satisfied ; he wishes to touch it, to taste, or smell it ; for by these several tests he becomes better acquainted with the object.

It must be evident, from these remarks, that it is exceedingly important for teachers, while they explain a matter to their pupils by words, that fall on the ear, to present it at the same time to the eye. The fact, that teaching by *visible illustrations* is so strictly in accordance with the established principles of intellectual philosophy, and, whenever used, has always been beneficial, recommends it to the attention and practice of every teacher of Common Schools.

The Bible, I know, was not designed to teach us how to instruct in human science ; yet, it being a revelation from Him who created the mind, we have reason to conclude that its teachings are communicated in the manner best calculated to make a deep and lasting impression. And in what manner is Divine knowledge set forth in the Scriptures ? The Jews were instructed by the aid of visible illustrations ; the miracle in Egypt, the cloudy and fiery pillar, the water from the rock, the manna, &c., are examples of the employment of this method.

The prophets, especially Ezekiel, were abundant in this mode of teaching. He took a tile, and portrayed upon it a city, and taught respecting the city of Jerusalem. He was directed to cut off his hair, and divide and weigh it ; to set a pot upon the fire to boil, and cast away the scum ; and to employ various other similitudes, to illustrate his revelations. Our Saviour taught in the same manner ; he sat upon the well at Samaria, and talked about a well of water springing up into everlasting life.

Numerous examples of the use of this method of instruction will suggest themselves to the reader. Pictures are introduced into children's books, and maps and globes are used in the study of geography, and apparatus in illustrating all the sciences, because it is thought necessary to resort as much as possible to visible illustrations of truth whenever it is practicable. Here is an ample field for the teacher to exercise his ingenuity ; it requires sometimes much presence of mind to be able, in the hurry of a moment, as soon as a child's difficulty is discovered, to fix upon a happy and successful mode of illustrating the thing to the eye. This cannot be learned wholly from books ; it is required much as the use of figurative language is required, by good writers or public speakers. A teacher who is satisfied with committing his instructions to the wind, and to run the risk of their being gathered into the ear of the child, and through that to his mind, is not doing all he can to aid his pupils in the acquisition of knowledge. Neither are parents doing all they can to facilitate the progress of their children in learning, if school-houses are

not furnished with such apparatus as may be necessary for visible illustrations.

A teacher may talk learnedly on a subject, without being able to illustrate it to the eye; he must have a more accurate knowledge of the idea he attempts to *illustrate*, than of that he explains by words. It is desirable that all teachers and pupils should so understand the subject they study or teach, that they can illustrate it to others.

From the District School Journal of the State of N. Y., for September.

ANNIVERSARY OF THE N. Y. STATE ASSOCIATION OF C. S. TEACHERS, COMMENCED AT AUBURN, AUG. 4, 1848.

Prominent among the editorial events of the last month, is the anniversary of the New-York State Teachers' Association. We published a programme of its proceedings in our last, which was followed during the sessions of the meeting. Our limits preclude more than a scanty outline of the proceedings, and therefore we substitute such remarks as we deem pertinent to the character and objects of the meeting.

We have no hesitation in placing the last anniversary of the Association, in point of harmony and courteous bearing between its members, far above each preceding one. After an able and appropriate introductory address by the President, S. B. Woolworth, A. M., the programme of exercises was commenced with the reading of a report by Mr. Kenyon, of Allegany, from the committee on Emulation in Schools. After giving the definition of the term *emulation*, Mr. Kenyon proceeded to justify and defend a just and virtuous spirit of emulation in every youth, and to show that without this great mainspring, of human action, no youth could ever acquire eminence or respectability in any of the walks of life. He then referred to the different methods of exciting emulation, viz: force, coaxing, and by natural means. Each of these different modes were briefly referred to, and the two first condemned in strong and eloquent terms. The rod, as a stimulus, was condemned as brutal, inefficient, and calculated to blunt the sensibilities, and degrade the mind. The "*coaxing*" mode was also referred to, and the system of offering premiums to stimulate emulation, forcibly condemned, as calculated to act on the smallest possible number of a school, and as unjust to all, except those who, from superior advantages, enter into competition for the prizes offered to those who may stand the best examination. The arguments against these two methods, proved that the committee had given them a thorough investigation, and were so strongly presented and aptly illustrated, as to leave little doubt that both methods are attended with the most injurious and even dangerous results on the minds of scholars.

The natural method of exciting emulation was next presented. This was defined to be the innate love of knowledge in the mind of childhood, and recommended as the only true and safe plan of leading youth in the path of science, and of drawing out all the dormant energies of their minds. The remarks of the committee on this point were enforced by appropriate and able suggestions.

The author of the report condemned the use of the rod as a means of emulation, in terms somewhat offensive to those who regard a well-whipped school among the best evidences of professional competency. This excited

an animated discussion of some length, on a motion to accept the report, which was finally carried by a good majority.

Reports, or Essays, were read upon the several subjects which had been announced. Most of them were characterized by ability, and were in every respect worthy of forming a part of the proceedings of a State Association of Teachers. In the evening of the first day, Mr. How, Principal of the Canandaigua Academy, read a report on the educational policy of the State, the consideration of which was postponed until the next morning. It very properly took strong ground in favour of our common schools, academies and colleges; but, as improperly made thrusts by innuendo and false inferences against the Normal School. Indeed this seemed to be the main object of the essay. The *Auburn Daily Advertiser* gives the following sketch of the debate upon it:—

Mr. Field, of New York, addressed the association in support of the report of the committee on the educational policy of the state, and in opposition to the Normal school system of the state.

Mr. Cooper, of Onondaga, moved to amend the resolutions attached to the report, so as to include Normal Schools and Teachers' Institutes, as entitled to the bounty of the state.

Mr. How explained that he had no enmity to Normal Schools, but that the adoption of Mr. Cooper's resolution would destroy the spirit of the report.

Mr. St. John appealed to Mr. Cooper to withdraw his amendment.

Mr. Cooper explained his reason for declining to withdraw it. He spoke with ability and earnestness in defence of the Normal School system, and argued in favour of its great value in the plan of education now in operation in this state, as a means for qualifying persons for the important and responsible duties of teachers.

Mr. Field, of New York, moved that the amendment be laid on the table, which was lost.

Mr. Fanning, of New York, spoke in opposition to the amendment, and as calculated, if adopted, to place the report in a ridiculous light.

The vote was then taken on the amendment, and adopted—yeas 60, nays 29.

The resolution as amended was also adopted by a large majority, and Mr. How was instructed to modify the report to correspond with the sentiments of the resolutions. This is the third attempt to get an expression of the teachers of the state against the system of Normal Schools, insidiously made by those whose motives can only be appreciated by their perseverance and the means employed to effect their purpose; but the accumulated evidence in favour of the New York State Normal School, is too satisfactory to allow either local or professional envy to injure its well-earned reputation.

Professor Lowe, of Geneva College, delivered an address which presented an examination of the present system of education in this State, and of the various institutions of learning, which constitute that system. He assumed the ground that colleges were a necessary part of this system, and contended for an enlarged and liberal policy towards them on the part of State. Colleges, he declared, were always aristocratic when not properly endowed, and democratic when so endowed; and the reason for this, was stated to be, that in the well endowed college all could gain admittance, while to the poor college, only the rich can afford to go.

Mrs. Willard, of Troy, next delivered an address to the Association, on the general advantages of education to the people of the United States, and the great importance of the high vocation in which members of the Association were engaged.

She alluded in beautiful and appropriate language to the absolute necessity of virtue and religion to qualify teachers for the successful pursuit of their important profession. The address was listened to with evident indications of profound interest and satisfaction. It was as a whole, a production of great ability and rare beauty.

Several other reports were read and resolutions adopted, among which was one calling upon teachers to circulate *petitions in favour of free schools*, in their respective districts, and forward them with the signatures to the school department at Albany. This was done for the purpose of collecting the popular sentiment of the State on this subject and placing it where it may be submitted to the legislature.

EDITORIAL DEPARTMENT.

DISTRICT COUNCILS AND THE JOURNAL OF EDUCATION.

The Chief Superintendent of Schools recently addressed a circular to the several District Councils in Upper Canada, offering to supply the Trustees of each School Section in their respective Districts with a copy of the *Journal of Education* at the rate of three shillings and nine-pence per year, provided fifty or more copies were taken, or provided one should be taken for each School Section in the District. Several of the Councils met the second Tuesday of the present month; and answers have been received from four of them. The *Dalhousie* District Council continues to take one for each of its own members; the *Wellington* District Council has ordered one number of the *Journal* for 1849 for each of its own members and for each Township Clerk—in all 60 copies; the *Johnstown* District Council has ordered one copy of the *Journal* for 1849 for the Trustees of each School Section throughout the whole District—in all 212; and the *Bathurst* District Council has ordered one copy for both the years 1848 and 1849 for the Trustees of each School Section within its jurisdiction—in all 120 copies. Such liberal and enlightened co-operation is an ample reward for our voluntary labour in editing and publishing the *Journal of Education*. We hope all the other District Councils in Upper Canada will do as the Bathurst and Johnstown District Councils have done. The School Trustees in Upper Canada receive no pecuniary compensation for their labours and responsibilities; and it is a small return indeed for each three of them to receive a copy of the *Journal of Education*—and especially as that is designed not merely for their individual gratification,

but to enable them more efficiently and satisfactorily to perform their duties and promote the best interests of their constituents.

We believe that no act of the Legislature can do more for the promotion of Common School Education than for the District Councils to supply each School Section in their respective Districts with a copy of the *Journal of Education*. The people can only be educated through themselves ; no school law can therefore be successful without an interest on the part of the people in each School Division as to the importance and advantages of good Common Schools, and the proper modes of establishing, supporting and conducting them. The only means of accomplishing this essential object is the diffusion of educational information, one most effectual means of promoting which, is, the circulation of a *Journal of Education*. It is now known that the Legislature will not meet until January. Whatever improvements, therefore, that may be made in the Common School Law will take place the ensuing year, and will be fully explained in the *Journal of Education*. It will, therefore, be of great advantage to the interests of Common Schools, and consequently of the rising generation, that the *Journal of Education* be circulated as widely as possible during the next year—especially that a copy be furnished to each School Section.

NOBLE SENTIMENTS OF THE MINERVE NEWSPAPER.

We are happy to observe that the principal French newspapers of Lower Canada support the great principles and provisions of the School law. In the *Minerve* of the 21st ult., (understood to be the French newspaper organ of the administration) we notice an unequivocal condemnation of the sentiments of a public meeting which had been held in the County of Ottawa against the School law, and an earnest vindication of its principles and objects. The *Minerve* maintains that the effect of the School law has been, a great increase of children in the Schools, especially those of the poorer classes. We translate the concluding part of the article containing the following noble sentiments :

“Those who are still inclined to complain of compulsory taxes for the support of Schools, we have to refer to the example of the most enlightened nations—our neighbours of America, England, Germany, Scotland, &c., where the laws for elementary education are founded upon that principle. As to France, in the frightful paroxysm of her attempts to throw of the yoke of tyranny and assert her freedom, she delays not to compel parents to educate their children ; for liberty can only succeed to instruction. Ignorance makes slaves.

“We have before us a project of primary instruction, presented to the National Assembly, by the Minister of Public Instruction. Among other regulations of this project, we have pleasure in citing the following articles :—

“Art. 26. The father of any child who is ten years of age, and known by common report as not attending any School, nor receiving any elementary

instruction, is required, on summons of the Mayor, to present such child to the Commission of School examination. Art. 27. If the child be not presented, or if it be shown that he does not attend any School or receive any instruction, the father may be cited, at the instance of the examining School Commission, before the Justice of the Peace, and be condemned to be reprimanded. This sentence shall be posted up in the Mayor's office for a month. Art. 28. If the Commission of examination find the year following, that the father has paid no respect to the reprimand, he shall be brought before the civil tribunal of the *arrondissement* (county or district) and may be condemned in a fine of from 40 to 400 francs, and to the suspension of his elective rights for a period of not less than one, or more than five years. The punishment shall cease, when the Commission of examination shall have stated, that the child has received the prescribed course of primary instruction. Art. 29. The same regulations are applicable to guardians, &c.

"This (continues the *Minerve*) is what may be called coercion; but it is not against such measures that the French people will erect barricades, because they know how essential education is to secure their liberty. A people who read cannot be long enslaved. Sooner or later they will know how to conquer a better fortune for themselves. In our opinion, education is the most certain source of the material prosperity of a country. No subject is more important than this. Let us recommend the people to get educated. Let what is saved by means of Temperance Societies be employed in diffusing education as wide as possible, and soon we shall have the happiness of seeing our population a thousand times riper for liberty than it can be by an intemperate and fruitless agitation."

What a prospect would brighten the future of our country, if every Editor in Upper Canada were imbued with the spirit of the patriotic sentiments which we have this faintly transcribed from the columns of the *Minerve*! The press is more powerful than law itself; and if the motto of the entire Canadian press were to *educate*, rather than agitate or vituperate, the people of Canada would soon be pre-eminently an educated people. Every press in Canada is, by its omissions, its sentiments, its spirit, either a friend or an enemy of this great consummation.

NIAGARA DISTRICT COMMON SCHOOL CELEBRATION.

The following gratifying account of the *School Celebration* held in the Niagara District last month,—which we copy from a city paper,—will be read with deep interest by the numerous friends to universal popular education throughout Upper Canada; and may possibly incite them to similar efforts in a cause so noble, so benevolent and so truly patriotic:—

The day was fine, the temperature of the atmosphere pleasant, being neither cold nor hot; the roads were excellent, being neither dusty nor muddy; the arrangements for the occasion were admirable—a beautiful shady grove having been selected, a long and convenient semi-circular platform having been prepared, and seats for two thousand persons having been provided. Notices of

the celebration had been extensively circulated, and everything in their power had been done by the intelligent and active Committee—especially by its indefatigable Secretary, Mr. SCHOLFIELD—to give importance and interest to the occasion—the object of which was to wake up public attention to, and advance the interests of Common School Education in the Niagara District. The only disappointment connected with the occasion was the non-appearance of the Rev. Dr. TUCKER, late Superintendent of Schools in the city of Buffalo, who failed to attend, as he had engaged.

The assembly commenced arriving before 10 o'clock, and continued coming from all directions until after 11, when the chair was taken by Mr. D'EVERARDO, the District Superintendent. Besides numbers of pedestrians and equestrians, no less than *two hundred and seventeen carriages* passed through the principal gate to the grove, filled with persons of all ranks and ages. Several of the carriages were drawn by four horses, fitted up to carry each a whole school; one carriage was drawn by eight fine horses. Many of the horses were adorned with ribbons, and many of the carriages were ornamented with boughs and evergreens, in the midst of which was placed the flagstaff, with its banner floating in the air, inscribed with the number of the school section, and an appropriate motto: upwards of thirty of these banners of various sizes and styles were displayed—some of them very beautifully wrought. Besides the mottos, on one of them was seen a plough, on another a school-house, on another a map of the world, and on another the solar system, &c. &c. As several of these carriages approached the grove, appropriate school verses were sung by the scores of happy little beings that thronged them. These were the children of schools in which vocal music had been taught. The music of these little school brigades, as they successively arrived at the place of assemblage, fell, like seraph strains, upon the ear of the attentive spectator, and predicted brighter days for rising Canada. The assemblage was considered the largest which had ever been witnessed in the District of Niagara, except that which took place at the interment of the remains of the gallant General Brock, under the Monument on Queenston Heights.

At the request of the Chairman, after a piece of vocal music by one of the school choirs, the proceedings were opened with a short, comprehensive and most appropriate prayer, by the Rev. T. B. FULLER, Rector of Thorold; when, in the absence of Dr. TUCKER, the Chairman called upon the venerable ex-Consul BUCHANAN, who stated that he did not believe there was a country in Europe that could assemble, under such circumstances, a rural population indicative of so much comfort and intelligence, as that which was presented before him. Ex-Consul BUCHANAN proceeded to make some striking and amusing remarks on discoveries, inventions, and improvements, which had been made during his recollection, and concluded by offering a Bible and Testament to each school in which a certain number of chapters, which he had designated on one of the blank leaves, should be committed to memory.

After another piece of music, by another school-choir, the Chairman called upon the CHIEF SUPERINTENDENT OF SCHOOLS, to deliver the appointed address on the *System of Free Schools*, which occupied about an hour and a-half. After some remarks addressed to the children of the schools, Dr. RYERSON prefaced his discourse on the subject assigned him by the Committee, with three preliminary observations: 1. That the system of free schools must not be confounded with, or prejudiced by any existing law of unequal assessment or tax-

ation. 2. That it ought not to be introduced, except through the conviction of the people of its necessity and excellence. 3. That it should not be regarded as an untried novelty, as it had existed two centuries in the best educated states on the face of the globe. Defining the free school system to be "*a tax by the majority on the property of all, for the education of all,*" Dr. R. commended it on six different grounds of argument, each of which was illustrated by facts as well as other reasoning. 1. As the cheapest method for parents to educate their children. 2. As the most economical and humane system of criminal jurisprudence. 3. As most in harmony with the true ends of civil government. 4. As practically embodying the dictates of the noblest patriotism. 5. As best adapted to promote the unity and social happiness of the whole community. 6. As developing the sentiments and spirit of our divine Christianity.

The Rev. T. B. FULLER, though he had not come prepared, or intending to address the meeting, voluntarily rose to express how much he had been gratified and edified by the address on free schools, and to confirm by his own experience, as late Township Superintendent of Schools, the statements made by Dr. RYERSON, as to the bad effects of the present rate-bill system, and to state that most cheerfully would he have his property taxed to support schools upon the principles which had been advocated. This testimony and declaration from a gentleman of so high standing and so large property as Mr. FULLER, was warmly appreciated by the vast assembly.

Another piece of music from another school choir followed, when a recess of about an hour was given for refreshments, &c. Throughout the whole length of several of the carriages were tables (prepared for the purpose) profusely spread with the productions of the country, consisting of cold roast beef, mutton, ham, pigs, poultry, puddings, cakes, pies, fruit, &c. &c. &c. At the table in the carriage drawn by eight horses, *twenty-eight* were conveniently seated at once, among whom were Ex-Consul BUCHANAN and Dr. RYERSON. Several pieces of music were sung by as many different schools from as many different carriages or parts of the ground. The Meeting being again called to order by the Chairman, Mr. STUART, (formerly from Scotland, recently from the United States,) the Revds. CHARLES LAVELL, JAMES SPENCER, and Dr. RYERSON, were successively called upon to address the assembly. Mr. LAVELL eloquently remarked on the dangers of youth, and the remedies which education provided against them. Mr. SPENCER drew a graphic and amusing contrast in the state of schools when he was formerly a school teacher in the Niagara District, with what he that day witnessed; and Dr. RYERSON, by request, gave some account of the state and prospects of the Provincial Normal School; and made some remarks on the importance of Trustees and Parents attending the quarterly school examinations. Each of these addresses was preceded and followed by a piece of vocal music by one of the school choirs. Some of the pieces sung were original, and happily referred to the occasion, and the prospects of the youth of Canada. About *four o'clock* the proceedings were closed by the Apostolic Benediction.

This popular school movement in the Niagara District was spontaneous. It is the first district celebration of the kind which has taken place in Canada. It was such a day of cheerfulness, unity, and enthusiasm, in regard to the universal education of the people as was never before witnessed in this country. The mottos on the various banners exhibited the taste and prevalent sentiments

and feelings of the people and schools. Some of the mottos were as follows : "Youth, the Hope of the Land."—"Knowledge is Power."—"Strive to Improve."—"Education by Perseverance."—"Search for Knowledge."—"Science is Power, and Youth is the time to acquire it."—"Tis thus the Youth by lisping A, B, C, obtains a Master's high degree."—"Knowledge and Fame are not gained by surprise ; so he that would win must toll for the Prize."—"Soar to the Hill of Science, and wreath unfading Laurels on your brow."—"Let there be Light !"—"Shall Poverty deprive the Poor of Education ?"—"Rate-bills are a dead weight on Schools of 1848."—"Education the Strength of the Nation."—"Free Schools for this generation."—"Education the Safeguard of Freedom."—"Free Schools the Poor Man's Right." This last motto was suggested by a man of property, who has no children of his own—a sentiment infinitely more noble and patriotic than ever entered the heart of an Alexander or Cæsar.

This was a proud day for the excellent School Superintendent, and friends of Education, in the District of Niagara ; and we hope it is the commencement of proud days for all Upper Canada.

SEMI-ANNUAL VISITATION OF SCHOOLS—BROCK DISTRICT COMMON SCHOOLS DURING THE SUMMER OF 1848.

We are happy to observe that the Rev. W. H. LANDON, Superintendent of Common Schools in the Brock District, has commenced the semi-annual visitation of the schools in his District. This is as it should be. The law of the State of New-York requires the *Summer* and *Winter* visitation of all the Common Schools, and statistical reports of each visitation, including all the particulars contained in the annual report. Such a half-yearly visitation of the schools in each District throughout this Province, and the publication of the results, could not fail to be attended with the most salutary effects. Mr. LANDON has published the results of his summer visitation as far as it relates to the salaries of the Teachers in each Township, distinguishing between the salaries of male and female Teachers, and thus supplying an item of information which could not be furnished in the last Provincial Annual School Report, namely, the average salaries of *males* and *female* Teachers. It is to be hoped that in all the annual reports of District Superintendents for the current year, the salaries of male and female Teachers will be stated *separately*, and then the *average* salaries of *each* class. This can easily be done as the Trustees' Annual Report for 1848, (just forwarded to the District Superintendents,) have separate columns prepared for these items. The following is Mr. LANDON's statement of the Schools in his District during the last summer :—

To the Editor of the Oxford Star,

Sir,—Having completed my annual visitation of the Common Schools in the Brock District, I am able to furnish the following information respecting them ; which I trust, will be interesting to some of your readers.

It will be observed that I have not mentioned in the following statement, either of the Townships of East Zorra or Blandford. They are omitted here, simply because that in the former there were but three schools in operation, and in the latter but one.

North Oxford is also omitted, but as its schools are mostly in Union Sections they are included among those of the adjoining Townships with only a single exception.

Allow me also to apprise your readers that this statement refers only to the schools in summer, and by no means represents the average condition of them for the year. Many schools, it must be remembered, are vacant during the summer, and many others supplied by a lower order of Teachers than those employed in the winter, especially in the oldest and best settled Townships.

I hope to be able to visit my District again during the approaching winter, when a widely different state of things, I have no doubt, will be found to exist.

I am, Sir, yours, &c.,

W. H. LANDON,

Supt. C. Schools, B. D.

ABSTRACT VIEW OF THE COMMON SCHOOLS IN THE BROCK DISTRICT DURING
THE SUMMER OF 1848.

Township of Oakland.

No. of Schools in operation,.....	5		
Of the 1st class 1, 2nd do. 1, 3rd do. 3,	5		
No. of Male Teachers, 2; Female do. 3,	5		
Highest salary paid to a Male Teacher per annum,	£80	0	0
Average do. do. do.	64	0	0
Highest do. Female, do. do.	33	0	0
Average do. do. do.	24	0	0

Township of Burford.

No. of Schools in operation,	10		
Of the 1st class 1, 2nd do. 1, 3rd do. 8,	10		
Of Male Teachers 7, Female do. 3,	10		
Highest salary paid to a Male Teacher per annum,	£75	0	0
Average do. do. do.	51	10	0
Highest do. Female, do. do.	36	0	0
Average do. do. do.	32	0	0

Township of Blenheim.

No. of Schools in operation,	7		
Of the 1st class 1, 2nd do. 3, 3rd do. 3,	7		
Of Male Teachers 5, Female do. 2,	7		
Highest salary paid to a Male Teacher per annum,	£54	0	0
Average do. do. do.	51	0	0
Highest do. Female, do. do.	40	0	0
Average do. do. do.	32	0	0

Township of East Oxford (including East Woodstock.)

No. of Schools in operation,	5		
Of the 1st class 2, 2nd do. 0, 3rd do. 3,	5		
Of Male Teachers 2, Female do. 3,	5		

Highest salary paid to a Male Teacher per annum,	£100	0	0
Average do. do. do.	77	10	0
Highest do. Female, do. do.	40	0	0
Average do. do. do.	33	6	8

Township of Norwich.

No. of Schools in operation,	12		
Of the 1st class 1, 2nd do. 4, 3rd do. 7,	12		
Of Male Teachers 6, Female do. 6,	12		
Highest salary paid to a Male Teacher per annum,	£60	0	0
Average do. do. do.	48	6	8
Highest do. Female, do. do.	37	0	0
Average do. do. do.	25	18	4

Township of West Oxford.

No. of Schools in operation,	5		
Of the 1st class 2, 2nd do. 1, 3rd do. 2,	5		
Of Male Teachers 3, Female do. 2,	5		
Highest salary paid to a Male Teacher per annum,	£75	0	0
Average do. do. do.	64	13	4
Highest do. Female, do. do.	30	0	0
Average do. do. do.	28	0	0

Township of West Zorra.

No. of Schools in operation,	8		
Of the 1st class 1, 2nd do. 4, 3rd do. 4,	8		
Of Male Teachers 7, Female do. 1,	8		
Highest salary paid to a Male Teacher per annum,	£60	0	0
Average do. do. do.	48	8	6
Salary of Female Teacher,	24	0	0

Township of Nissouri

No. of Schools in operation,	16		
Of the 1st class 0, 2nd do. 6, 3rd do. 10,	16		
Of Male Teachers 8, Female do. 8,	16		
Highest salary paid to a Male Teacher per annum,	£50	0	0
Average do. do. do.	39	10	0
Highest do. Female, do. do.	30	0	0
Average do. do. do.	27	15	0

Township of Dereham.

No. of Schools in operation,	12		
Of the 1st class 0, 2nd do. 5, 3rd do. 7,	12		
Of Male Teachers 0, Female do. 12,	12		
Highest salary,	£36	0	0
Average do.	27	0	0

RECAPITULATION.

Total No. of Schools in operation,.....	80
“ 1st class 9, 2nd do. 28, 3rd do. 43,.....	80
“ Male Teachers 40, Females do. 40,	80
Highest salary paid to any Male Teacher per annum,	£100 0 0
Average do. do. do.	55 12 3½
Highest do. Female, do. do.	40 0 0
Average do. do. do.	28 4 5½
Grand average salary including Males and Females,	41 18 4½

NORMAL SCHOOL EXAMINATION.

Second Session—October, 1848.

The following gratifying notices of the very interesting Examination of the Students in the Normal School, held on the 11th and 12th instant, we copy from such of the Toronto papers, as have themselves, as far as we have seen, reported the proceedings. We feel assured that each successive examination will impress deeper and still deeper upon the public mind the great practical benefit and importance to the country of this invaluable Institution, and of the excellence of the system of teaching, which it is designed to introduce into the Common Schools generally through its agency :—

From the British Colonist.

The second half-yearly examination of the pupils attending the Provincial Normal School was held here on Wednesday and Thursday last, according to public announcement previously made. At the commencement, on Wednesday forenoon, the Rev. Dr. RYERSON, Superintendent of Schools, and General Superintendent of the Provincial Normal School, intimated, with much regret, that, in consequence of severe indisposition, by which Mr. ROBERTSON, the head master, had been confined to his bed for several days, he was prevented from being present at the examination. The classes under Mr. ROBERTSON's charge were therefore examined by some of the senior pupils, male and female, and by Mr. HIND, Professor of Mathematics, Chemistry, &c., who also examined the classes under his own charge. The absence of Mr. ROBERTSON was much regretted by all, and more so on account of the cause of it. The subjects of examination were :—Grammar and the rudiments of logic ; science of arithmetic, mental arithmetic, algebra, geometry and mensuration ; geography—mathematical, physical and political ; mechanics—steam engine, locomotive ; rudiments of natural philosophy, light, heat and electricity ; elements of general history ; agricultural chemistry, and animal physiology. There was also an examination of the Model School classes, by various students of the Normal School, male and female, and an examination in Hullah's system of Vocal Music, by Mr. Townsend. It was obvious to all present, that much as was thought of the progress made in the Normal School, during the first session, the exhibition on Wednesday and Thursday last, showed that much has been since achieved by way of improvement ; and it is impossible to estimate the advantages that are sure to be derived by the Province at large, from the

labours of the numerous school teachers, who receive their instruction at this Institution. The exhibition was most creditable to masters and pupils, and there were those present who cheerfully bore testimony to the merits of both—foremost among whom we may name, the Honorable Chief Justice Robinson, who delivered a very neat address, in which he adverted, in appropriate terms, to the advantages of the institution, alluding to the amount of knowledge acquired in so short a period, and the influence which it must necessarily produce on the future happiness of the pupils, and those to whom, in their capacity of school teachers they will be afterwards called upon to communicate it in turn in their several localities. The Chief Justice took occasion to express himself in the highest terms of praise of the Masters of the Normal School; and he also paid a well-merited compliment to Dr. Ryerson, for his industry, perseverance and success, in introducing so very valuable a system into the Province.

The Hon. H. J. Boulton, also, delivered a well-timed and satisfactory address.

At the close of the examinations the pupils, male and female, read addresses from themselves to the masters, expressive of their gratitude for the care and attention with which their studies were directed during the Session. To these Mr. Hind (in the absence of Mr. Robertson) responded, very affectionately and appropriately.

Dr. Ryerson delivered a short address; and the proceedings were closed with the blessing, pronounced by the Rev. Professor Esson, of Knox's College.

The public attendance during the examinations was not large until yesterday afternoon, when the attendance was very numerous; but, during the whole, there were many ladies and gentlemen present, who manifested a deep interest in the proceedings. On the platform, besides the members of the Board of Education, we observed the Lord Bishop of Toronto, the Hon. the Chief Justice, the Hon. H. J. Boulton, M.P.P., the Revs. Drs. Richey and Burns, the Revs. Professors Esson and Rintoul, Mr. Principal Barron, (Upper Canada College;) Messrs. Corbould and Neale, (Yonge Street;) the Rev. Mr. Ardagh, (Barrie;) the Rev. Mr. Geddes, (Hamilton;) the Revs. Mr. Kerwin, Meyerhoffer, Davis, and John Ryerson; Mr. Allan, (Superintendent of Schools, Wellington District;) Peter Brown, Esq., Mr. Crombie, Home District School, &c. &c. &c.

The following statement of the attendance, &c., at the Provincial Normal School, was read at the opening, by Dr. Ryerson:—

Number of students in attendance during the present session, 126; females, 22; males, 104; number of those who have taught schools, 98; paid pupils, 5; number in attendance at present, 70. Left in order to take charge of schools, 22; left on account of sickness, 14; dismissed for incapacity, 7; dismissed for improper conduct, 2; left for want of means, 3; left on account of circumstances over which they had no control, 3.

We cordially unite, with all well-wishers of this noble Province, in a fervent prayer for the prosperity of the Provincial Normal School, and all concerned with it, and for the general diffusion of the advantages which must of necessity flow from its successful establishment and conduct, and its progressive advancement and increase.

From the Christian Guardian.

The Summer Session of this valuable Provincial Establishment was brought to a close on Wednesday and Thursday last. The examination of the male and female Students, held on those days, (as intimated in our last,) was of the most interesting and gratifying character, and reflected high honour on the learned and accomplished gentlemen who preside over the literary and practical departments of the Institution.

On Wednesday, at 11 o'clock, the Rev. Dr. RYERSON, Chief Superintendent of Schools, and General Superintendent of the Normal School, proceeded to open the examination exercises; and, in doing so, congratulated the friends of popular Education upon the striking and highly gratifying progress of the Institution, and the increased number of (104 male and 22 female) Students entered upon the books this Session—a statement of which the Rev. gentleman proceeded to read.

In consequence of the absence of the Head Master, Mr. ROBERTSON,—who, we were sorry to learn, was confined to his room by severe indisposition,—the examination of the classes in his department were conducted by two of the senior Students (male and female) and by the Professor of Natural Sciences, Mr. HIND,—who also conducted the examination of the classes in his own interesting and important department.

The highly respectable and intelligent auditory present appeared to take a deep interest in the varied and excursive examinations of the several classes in the different departments.

The studies which had engaged the attention of the Teachers-in-training during the Summer Session were of the most practical character—as evinced at the examination—and, in addition to the highly important subjects of English Grammar and the logical construction of sentences; Geography, mathematical, physical, and political; Arithmetic, History, &c. &c., embraced the Elements of the Natural Sciences, &c., including a very lucid and comprehensive course of instruction in the science and practice of Agriculture by the gifted Professor, Mr. HIND—the *fruits* of which, together with the proceeds of the very engaging pursuit of Horticulture, were profusely displayed as the results of the Summer's experiments—Linear Drawing; Practical Surveying—several well-executed specimens of proficiency, in which we had much pleasure in noticing in the survey sketch of the Normal School grounds by some of the Students; Astronomy; Mülhauser's system of Writing; the Art of Teaching—as admirably exemplified in the examination of the Pupils in the Model School on Thursday by the Teachers-in-training; Hullah's system of Vocal Music—an intimate knowledge of which delightful branch of instruction we had an opportunity of very agreeably testing at the close of the last day's examination. In each of these subjects of study the Class-in-training—as far as we had an opportunity of judging—acquitted themselves remarkably well. We were indeed gratified and surprised to find, that in so short a period as one session (five months) the Students could have accomplished so much; and the fact of their having done so speaks volumes in favour of a system of instruction so thorough, so intellectual, and yet so extensive and varied, as that which has been adopted in the Normal School, and which, as a matter of course, will be the system of instruction which it is designed to introduce into our Common Schools generally.

On Thursday, the Hon. CHIEF JUSTICE ROBINSON addressed the Students in his usually elegant and appropriate manner; and, in conclusion, paid a well-merited tribute to the Masters of the Institution, and to the Chief Superintendent for his unwearied exertions and untiring zeal in putting into so successful operation so noble an Institution, and so excellent a system of Common School Education as our Province is now receiving under his able superintendence and auspices. Every one present seemed to respond cordially to the eloquent remarks of the learned Chief Justice—who is so peculiarly well qualified, from his intimate acquaintance with its social evils, to judge in all matters affecting the well being of his native country, and its elevation in the scale of social and intellectual happiness and prosperity. The Hon. H. J. BOULTON also addressed a few words of hearty congratulation to the students and authorities of the Normal School.

The examination of the pupils in the Model School by the Teachers-in-Training took place on Thursday afternoon in the presence of a numerous and deeply interested auditory; after which the Students assembled in the Normal School and were examined by Mr. TOWNSEND, in HULLAH'S System of Vocal Music. This delightful part of the exercises attracted a great many visitors, particularly Ladies, and the Lecture Room was crowded in every part. At the conclusion of the singing, two Addresses were presented to the Masters by the male and female Students, and replied to very neatly and appropriately by Professor HIND—in the absence of the Head-Master. After a short address by Dr. RYERSON, the Benediction was pronounced by the Rev. Professor ESSON, and the proceedings closed.

Thus terminated this most gratifying result of the labours of the Second Session of the Normal School—affording the highest satisfaction to all those who witnessed it, and who on leaving the halls of the Establishment expressed in looks, if not in words, their deep personal interest in the continued success of so admirable an Institution as the Normal School for Upper Canada.

From the Globe.

This institution marks a new era in the educational history of the Province, and will give an impulse to it, never before experienced. The half-yearly examination took place on Wednesday and Thursday last. It was a matter of sincere regret that on so interesting an occasion the excellent and talented Head Master, Mr. ROBERTSON, was prevented attending from severe indisposition. The business of examination chiefly devolved on Mr. HIND, Professor of Mathematics, &c., assisted by the senior members of the different classes. The pupils attending the Normal School for the last half year amounted to 126, and of this large number it is truly gratifying to know that 98 have already been employed in teaching—a strong proof of the desire of improvement by the Teachers, and a pledge that the people of the Province may expect a little improvement in the teaching of the rising generation. The progress of the pupils during the short space of five months attendance at the Normal School has been very great.

The examinations embraced Grammar, Geography, Arithmetic, Algebra, Geometry, Mensuration, Mathematics, Mechanics, Natural Philosophy, Agriculture, Chemistry, Animal Physiology, General History. In each of these departments the result was most creditable both to teachers and pupils. The

absence of Mr. ROBERTSON, devolved the duty of examining his own classes to a considerable extent on the more advanced pupils themselves. This shewed even more satisfactorily the efficiency of the system of teaching, than if he had been present.

The Model School, containing 130 children, also underwent examination. This important appendage of the Normal School establishment is in four divisions, in which the different branches of education are taught. Ten Normal School pupils superintend the different departments during a part of each day, so that forty pupils are every day carrying their own lessons into operation, and becoming prepared for introducing with full effect the improved system, into the various localities with which they are, or may yet be connected.

The Normal School contains a number of female pupils, a branch of the Model School is also devoted to the teaching of females. One of the most delightful parts of the examination consisted of Hullah's vocal music, taught by Mr. TOWNSEND. The singing of the pupils, male and female, was truly delightful. Music is certainly an important branch of education, not only from the pleasure afforded in the performance, but from the softening and harmonizing influence it has on the mind. Addresses of thanks to Messrs. ROBERTSON and HIND were presented by the male and female pupils for the great attention bestowed by those gentlemen in superintending their education, in replying to which Mr. HIND expressed the satisfaction he and Mr. ROBERTSON had experienced from the diligence and attention of their pupils. He remarked that if in the next five years, the pupils would shew the same amount of perseverance in the pursuit of knowledge they had done for the last five months, that their character would be fixed for life as most useful members of society. At the close of the examination there were on the platform, Hon. CHIEF JUSTICE ROBINSON, Hon. H. J. BOULTON, M.P.P., J. C. MORRISON, Esquire, M.P.P., Rev. Professor ESSON and others. The previous part of the proceedings had been attended by clergymen and others who take an interest in education. The CHIEF JUSTICE had previously addressed the pupils in an eloquent speech. The Superintendent, Dr. RYERSON, then requested Hon. H. J. BOULTON to address the meeting, which was readily complied with, and the examination closed by the benediction pronounced by the Rev. Professor ESSON.

From every enquiry we could make from those who attended during the great part of these examinations, we feel warranted to say, that the Normal School of Canada is no longer a matter of experiment, but has thus far been eminently successful. There seemed a life and activity in all its movements, which its visitors must have fully appreciated. To us it seemed impossible not to feel a glow of enthusiasm after entering the walls, and finding such a mass of intellectual bustle, the result of which was not to terminate with the instruction of those present, but to be transferred to the most remote part of the Province. We sincerely hope that the Teachers of Upper Canada will pass for admission to the benefits of this Institution, and that in a few years the Province will be distinguished among the great divisions of the world by the superiority of its Common School education. A great part of the answers both in the Normal and Model Schools were given by the pupils in the aggregate. This part of the system is admirable for keeping up the attention of the pupils, but we would certainly give the preference to individual answers from various parts of the classes.

Much as has been done during so short a period, it is but a mere instalment of what remains. Upper Canada has 2,500 Teachers—and although 125 attended half a year, it will take ten years to pass them all through the Normal School. They certainly do not all require to attend there, but by far the greater part do. We presume there are now as many in the Normal School as the Teachers can instruct efficiently. And are we to wait for ten, or even eight years for a qualified set of Teachers? A whole generation will have passed the period of tuition before that time. We believe the utmost has been done in the Normal School with the means at its disposal, but it cannot overtake the duty. Many must now be employed in teaching, whom a thorough examination would show to be unfit for the work, and others must be prepared to succeed them. We wish not to throw blame on the examining Superintendents. They, no doubt take the best qualified they can get, but the country must be provided with a better class, and that speedily. Four or five Normal Schools are wanted, or a School with four or five hundred pupils instead of 126. The expense is nothing compared with the Provincial expenditure, and the object is momentous and urgent. We would press on the Government, and on the Normal School Board, the necessity for more extended efforts. And when a better qualified class of Teachers is procured, the people cannot expect to retain their services *without higher rates of remuneration*. Teachers have generally been the most neglected and worse used class of the community in this respect. We hope they will soon take up their proper position in society, which should be a most respectable and influential one.

NEW SECRETARY OF THE MASSACHUSETTS BOARD OF EDUCATION.

The *New-York Observer* of the 6th instant says,—“The Rev. Dr. SEARS (Baptist) of Newton Theological Seminary, Mass., has been appointed Secretary of the Massachusetts’ Board of Education, *vice* the Hon. HORACE MANN, resigned. Dr. SEARS is a man of sound scholarship, and of eminent qualifications for the important office.” We observe that the Superintendent of Common Schools for the State of Ohio, is also a Baptist clergyman. The Hon. HORACE MANN was elected, some months since, Member of Congress in the place of the late Hon. JOHN QUINCY ADAMS. Mr. MANN was formerly President of the Senate of Massachusetts. He resigned that position to assume the duties of Secretary of the Board of Education in 1837. His zeal and eloquence are unsurpassed in the advocacy of a thorough system of universal education, and few men in the United States have done so much to promote it. It is amazing what an amount of opposition he has had to contend with from jealousy, prejudice and selfishness; but he has lived to see his principles and recommendations fully established, and the Common Schools of his native State greatly improved.

CHIEF JUSTICE ROBINSON ON THE SYSTEM OF COMMON SCHOOL INSTRUCTION IN UPPER CANADA.—The following impressive remarks made by the Hon. Chief Justice ROBINSON to the Grand Jury of the Newcastle District, at the recent assizes held there, will be read with deep interest. The Chief Justice was present at the opening and both semi-annual examinations of the Provincial Normal School, and also at the lecture on the Importance of Education to an Agricultural and Free People, and has evinced the most lively solicitude in the extension of the improved system of instruction in all the Townships of the Province :—

The measures taken, and the means supplied, for the education of the people in the township schools is certain to have a most happy effect at no very distant day, in elevating the character of the industrious classes. This effect must necessarily be gradual ; it cannot in the nature of things be immediate ; but it is very cheering to reflect that in whatever degree it may come to be felt year after year, in that degree it will be felt universally throughout the whole extent of the Province : for this agent of incalculable good is at the same time working in every corner of the land, and upon the same sound system. I do not now speak of the system of supporting and governing these schools, which seems not to have gained entire assent, and which may, for all I know, be capable of material improvement. I speak only of the system of instruction which it is designed to impart through their instrumentality, and of which I believe that, if it shall be faithfully persevered in, and carried through upon the principles, and to the extent exemplified in the present conduct of the Normal School now established in this Province, it is capable of raising the character and increasing the happiness of the great body of the people to a degree which can hardly be estimated. I had very lately an opportunity of witnessing the course of instruction, by which a numerous body of teachers are being trained and qualified in this Provincial institution for the duty of conducting the township schools, and no one, I think, can be present at such an examination as I allude to, without feeling the conviction that if the Legislature shall wisely persevere in supporting this liberal system of education for the multitude, and if the very able men who are now engaged in conducting it, shall be encouraged by the approbation and cordial concurrence of the people for whose best interests they are toiling in an arduous and anxious round of duties, there will be an improvement worked out in the general public condition of this country, and in the social and individual welfare of its inhabitants, which a few years ago, it would have seemed visionary to contemplate. It is not only that the instruction imparted in common schools superintended by teachers who have been so prepared will make a happier, because a better and more intelligent being of the pupil who receives it, but it is when those pupils who have been so trained, and taught, become parents and heads of families, (and, in that relation, teachers, whose lessons will be most trusted, and longer remembered,) raising by their precepts and examples the standard of intelligence and moral character in the generation which they are for a time to govern, and by which they are to be succeeded : it is then that future Judges and Jurors may look for the benign and all-pervading influence of this benevolent and comprehensive measure.

Journal of Education.—It affords us sincere pleasure to be enabled to state, that at the late Session of the Municipal Council of the Johnstown District, a *unanimous vote* of the Council was given, in favour of ordering one copy of the "*Journal of Education*," edited by the Rev. Dr. Ryerson, for each School Section in the District; which will amount to 216 copies.—*Brockville paper.*

The Bathurst District Council has ordered a copy of the *Journal of Education* for each School Section in that District for the present as well as next year.

NOTICE.

The *Winter Session* of the NORMAL SCHOOL, of five months, for 1848-9, will commence on *Wednesday*, the 15th November. All Candidates for admission, Male and Female, must present themselves during the first week of the Session, otherwise they cannot be admitted.

For *Terms of Admission* see various newspapers. Board and Lodging can be obtained in Toronto at from 7s. 6d. to 10s. per week for each Student.

ACKNOWLEDGMENTS—To 24th October, inclusive.

Rem. from Messrs. A. McLachlin, M. Love, J. Taylor; H. Willson, Esq.; D. R. Foster; J. Willson, Esq., M.P.P.; B. H. Brennan, Esq.; H. A. Moore, J. F. Byam, F. McNab; Supt. P. Edward District, rem. and subs.—Supt. Midland District, 2, rem. and subs.—Supt. Victoria Dist., rem. and subs.—Supt. Newcastle Dist., rem. and subs.—Supt. Eastern Dist., rem. and subs.—Supt. Simcoe District, rem. and subs.

N. B.—Back numbers supplied to all new Subscribers.

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FOR

Upper Canada.

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CONTENTS OF THE NATIONAL READERS.

In order to afford the public generally an opportunity of judging of the very appropriate character of the admirable series of the National Readers which are now beginning to be so extensively used in our Common Schools, we copy at length the *Table of Contents* of each of the first five Readers. This new and striking *coup d'œil* of their entire contents will prove highly interesting and gratifying to those who have not had an opportunity of examining the books themselves; and will exhibit at one view the intellectual and progressive character of the series.

These books are eminently fitted to assist in carrying out that system of *classification of Pupils*, which is one of the most important and effective agencies in promoting the success of pupils in their studies,—the absence of which has proved the source of the greatest perplexity and hinderance to the advancement of Education that Teachers and Superintendents have had to contend with; while the rapid and satisfactory progress of the pupils of those schools in which the National Readers are exclusively used, has been a matter of surprise and congratulation on the part of those who have witnessed it at several Quarterly School Examinations.

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Seasons—the Cuckoo—Milk, Butter, and Cheese—Noun, Pronoun, Verb—the Herring—Fuel. SECTION III. The Call of Abram—the parting of Abram and Lot—Capture and Deliverance of Lot—Duty of Children to their Parents (P.)—the Farmer and his Sons—Love between Brothers and Sisters (P.)—the Lark and her Young—the Young Mouse (P.)—the Old Man and his Ass—Signs of Rain (P.)—the Stable—Changes of Nature (P.)—Fruit—Father William (P.)—Map of the World—Early will I seek Thee (P.)—Adjective, Adverb—the Voice of Spring (P.)—the Flower Garden—Good Resolution (P.) SECTION IV. The Little Philosopher—the Contented Blind Boy (P.)—Lessons to be taught to Youth—Heavenly Wisdom (P.)—Cruelty to Insects—the Ant or Emmet (P.)—Benevolence—Compassion (P.)—the Dutiful Son—My Mother (P.)—the Daw with the harrowed Feathers—the Kite; or Pride must have a Fall (P.)—Anecdotes of George Washington—Against Lying (P.)—the Works of God—Creation (P.)—God's Family—"Our Father who art in Heaven"—(P.)

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II. NATURAL HISTORY.—The Fox, *Thompson's Lessons*—the Lion—the Tiger, *Bigland*—the Bear, *Thomson's Lessons*—the Wolf—the Park—the Rein-Deer, *Trimmer*—the Nightingale, *Goldsmith*—the Pigeon or Dove—the Swallow—the Salmon, *History of Wonderful Fishes*—the Cod, *Trimmer*—The Butterfly, *ibid*—Glass, *Lessons on Objects*—Metals, *Evenings at Home*—Gold, *ibid*—Silver, *ibid*—Quicksilver, *ibid*—Copper, *ibid*—Iron, *ibid*—Lead, *ibid*—Tin, *ibid*.

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THE VALUE OF KNOWLEDGE.

We give the following extract from the very able speech of Hon. HORACE MANN, made in Congress on the bill for establishing a territorial government in the newly acquired Mexican Territory :

This conscious idea that the state of slavery is a state of war—a state in which superior force keeps inferior force down—develops and manifests itself perpetually. It exhibits itself in the statute book of the slave States, prohibited the education of slaves, making it highly penal to teach them so much as the alphabet ; dispersing and punishing all meetings where they come together in quest of knowledge. Look into the statute book of the free States, and you will find law after law, encouragement after encouragement, to secure the diffusion of knowledge. Look into the statute book of the slave States and you will find law after law, penalty after penalty, to secure the extinction of knowledge. Who has not read with delight those books which have been written both in England and this country, entitled "The pursuit of knowledge under difficulties," giving the biographies of illustrious men, who by an undaunted and indomitable spirit, had arisen from poverty and obscurity to the height of eminence, and blessed the world with their achievements in literature, in science and in morals ? Yet here, in what we call republican America, are fifteen great States, vying with each other to see which will bring the blackest and most impervious pall of ignorance over three millions of human beings ; say,

which can do most to stretch this pall across the continent, from the Atlantic to the Pacific !

Is not knowledge a good ? Is it not one of the precious bounties which the all-beautiful Giver has bestowed upon the human race ? Sir John Herschell, possessed of ample wealth, his capacious mind stored with treasures of knowledge, surrounded by the most learned society in the most cultivated metropolis in the world, says :—"If I were to pray for a taste which should stand me in stead, under every variety of circumstances, and be a source of happiness and cheerfulness to me through life, and a shield against its ills, however things might go amiss, and the world frown upon me, it would be a taste for reading." Yet it is now proposed to colonize the broad regions of the west with millions of our fellow beings, who shall never be able to read a book or write a word ; to whom knowledge shall bring no delight in childhood, no relief in the weary hours of sickness or convalescence, no solace in the decrepitude of age ; who shall perceive nothing of the beauties of art, who shall know nothing of the wonders of science, who shall never reach any lofty, intellectual conception of the attributes of their great Creator ;—deaf to all the hosannas of praise which nature sings to her Maker ; blind in this magnificent temple which God has builded.

Sir, it is one of the noblest attributes of man that he can derive knowledge from his predecessors. We possess the accumulated learning of ages. From ten thousand confluent streams, the river of truth, widened and deepened, has come down to us ; and it is among our choicest delights that if we can add to its volume, as it rolls on, it will bear a richer freight of blessings to our successors. But it is proposed to annul this beneficent law of nature ; to repel this proffered bounty of Heaven. It is proposed to create a race of men, to whom all the lights of experience shall be extinguished, whose hundereth generation shall be as ignorant and barbarous as the first.

Sir, I hold all voluntary ignorance to be a crime ; I hold all enforced ignorance to be a greater crime. Knowledge is essential to all rational enjoyment ; it is essential to the full and adequate performance of every duty. Whoever intercepts knowledge, therefore, on its passage to a human soul ; whoever strikes down the hand that is outstretched to grasp it, is guilty of one of the most heinous of offences. Add to your virtue knowledge, says the Apostle ; but here the command is, be-cloud and be-little by ignorance whatever virtue you may possess.

Sir, let me justify the earnestness of these expressions, by describing the transition of feeling through which I have lately passed. I come from a community where knowledge ranks next to virtue, in the classification of blessings. On the 19th day of April last, the day before I left home for this place, I attended the dedication of a school house in Boston, which had cost \$70,000. The Mayor presided, and much of the intelligence and worth of the city was present on the occasion. I see by a paper which I have this day received, that another school house, in the same city, was dedicated on Monday of the present week. It was there stated by the Mayor, that the cost of the city school houses, which had been completed within the last three months, was \$200,000. On Tuesday of this week, a new high school house, in the city of Cambridge, was dedicated. Mr. Everett, the President of Harvard College, was present and addressed the assembly in a long, and, I need not add, a most beautiful speech. That school

house, with two others to be dedicated within a week, will have cost \$35,000. Last week, in the neighboring city of Charlestown, a new high school house of a most splendid and costly character, was dedicated by the Mayor and city government, by clergy and laity.

But it is not the Mayors of cities, and Presidents of colleges alone, that engage in the work of consecrating temples of education to the service of the young. Since I have been here, the Governor of the Commonwealth, Mr. Briggs, went to Newburyport, a distance of forty miles, to attend the dedication of a school house which cost \$. 5,000. On a late occasion, when the same excellent Chief Magistrate travelled forty miles to attend the dedication of a school house in the country, some speaker congratulated the audience because the Governor of the Commonwealth had come down from the executive Chair to honor the occasion, "No," said he, "I have come up to the occasion to be honored by it." Within the last year \$200,000 have been given by individuals to Harvard College. Within a little longer time than this, the other two colleges in the State have received, together, a still larger endowment, from individuals or the State.

These measures are a part of a great system which we are carrying on for the elevation of the race. Last year the voters of Massachusetts, in their respective towns, voluntarily taxed themselves about a million of dollars for the support of common schools. We have an old law on the statute book, requiring towns to tax themselves for the support of public schools, but the people have long since lost sight of this law in the munificence of their contributions. Massachusetts is now erecting a reform school for vagrant and exposed children—so many of whom come to us from abroad—which will cost the State more than a hundred thousand dollars. An unknown individual has given \$20,000 dollars towards it. We educate all our deaf and dumb and blind. An appropriation was made by the last legislature to establish a school for idiots, in imitation of those beautiful institutions in Paris, in Switzerland, and in Berlin, where the most revolting and malicious of this deplorable class are tamed into docility, made lovers of order and neatness, and capable of performing many valuable services. The future teacher of this school is now abroad, preparing himself for his work. A few years ago, Mr. Everett, the present President of Harvard College, then Governor of the State, spoke the deep convictions of the Massachusetts people, when in a public address on education, he exhorted the fathers and mothers of Massachusetts in the following words; "Save," said he, "save, spare, scrape, stint, starve, do anything but steal," to educate your children. And Dr. Howe, the noble hearted director of the Institution for the Blind, lately uttered the deepest sentiments of our citizens when in speaking of our duties to the blind, the deaf and dumb, and the idiot, he said: "The sight of any human being left to brutish ignorance, is always demoralizing to the beholder. There floats not upon the stream of life a wreck of humanity so utterly shattered and crippled, but that its signals of distress should challenge attention and command assistance."

Sir, it was all glowing and fervid with sentiments like these, that a few weeks ago I entered this House—sentiments transfused into my soul from without, even if I had no vital sparks of nobleness to kindle them within. Imagine, then, my strong revolution of feeling, when the first set, elaborate speech which I heard, was that of the gentleman from Virginia, proposing to extend ignorance to the uttermost bounds of this Republic; to legalize it, to

enforce it, to necessitate it, and make it eternal. Since him, many others have advocated the same abhorrent doctrine. Not satisfied with dooming a whole race of our fellow-beings to mental darkness, impervious and everlasting—not satisfied with drawing this black curtain of ignorance between man and nature, between the human soul and its God, from the Atlantic to the Rio Grande, across half the continent—they desire to increase this space ten, twenty millions more, and to unfold and spread out its black curtain across the other half of the continent. When, sir, in the halls of legislation, men advocate measures like this, it is no figure of speech to say, that their words are the clanking of multitudinous letters; each gesture of their arms tears human flesh with ten thousand whips; each exaltation of their breath spreads clouds of moral darkness from horizon to horizon.

Twenty years ago a sharp sensation ran through the nerves of the civilized world, at the story of a young man, named Casper Hauser, found in the city of Nuremberg, in Bavaria. Though sixteen or seventeen years of age, he could not walk or talk. He heard without understanding, he saw without perceiving; he moved without definite purpose. It was the soul of an infant in the body of an adult. After he had learned to speak, he related that, from his earliest recollection, he had always been kept in a hole so small that he could not stretch out his limbs, where he saw no light, heard no sound, nor even witnessed the face of the attendant who brought him his scanty food. For many years, conjecture was rife concerning his history, and all Germany was searched to discover his origin. After a long period of fruitless inquiry and speculation, public opinion settled down into the belief that he was the victim of some great, unnatural crime; and he was heir to some throne, and had been sequestered by ambition; or the inheritor of vast wealth, and had been hidden away by cupidity; or the offering of criminal indulgence, and had been buried alive to avoid exposure and shame. A German, Von Feuerbach, published an account of Casper, entitled "*The Example of a Crime on the Life of a Soul.*"

But why go to Europe to be thrilled with the pathos of a human being shrouded from the light of nature, and cut off from the duty and knowledge of God? To-day, in this boasted land of light and liberty, there are three million of Casper Hausers, and as if this were not enough, it is proposed to multiply their number tenfold, and to fill up all the Western world with these proofs of human avarice and guilt. It is proposed that we ourselves should create, and should publish to the world, not one, but untold millions of "*Examples of a Crime on the Life of the Soul.*" It is proposed that the self-styled freemen, the self-styled christians, shall engage in the work of procreating, rearing, and selling Casper Hausers, often from their own loins, and if any further development of soul or body is allowed to the American victims than was permitted to the Bavarian child, it is only because such development will increase their market value at the barracoone. It is not from any indifference of motive, but only the better to insure that motive's indulgence. The slave child must be allowed to use his limbs, or how could he drudge out his life in the service of his master? The slave infant must be taught to walk, or how, under the shadow of this thrice glorious Capitol, could he join a coffle for New Orleans. I know, sir, that it has been said, within a short time past, that Casper Hauser was an impostor, and his story a fiction. Would to God that this could ever be said of his fellow-victims in America.

SCHOOL SYSTEM OF MICHIGAN.

When we compare the present condition of our Public Schools in this State, with their condition thirty or forty years ago, we can hardly think of the change as reality. We seem like one who has been dreaming. In most of our villages and populous districts, we meet with handsome, well built, and well furnished edifices, fit for the use of a college, and filled with "well ordered files" of from forty to four hundred children, under the care of teachers, educated, for the most part, expressly for the work of training the rising generation to assume the intellectual and moral responsibilities of citizenship. And we everywhere find the people taking a lively interest in everything which belongs to this great work, or promises to promote it.

It has not always been so. We have a very distinct recollection of a state of things under which the school and the school-house were a sort of Botany Bay, to which we were banished in order to be got rid of at home, and where we sat six hours on a bench, and said A, B, C, once in three hours. Those days of penance, when the mere change of attitude was deemed a luxury, are undoubtedly fresh in the memory of thousands who now are engaged in administering our School System. The limited range of studies and meagre appliances for illustrating which were deemed ample in our school-boy days, will never be forgotten.

But our pleasures come of contrast, and we appreciate the good by our knowledge of the evil. It is doubtful therefore, whether some of our western neighbours are likely to know what good schools are, having had no experience of bad ones. In the Peninsular State of Michigan, for example, which twenty years ago was the habitation of the wolves, Indians, and a few Canadian French, their school system has sprung into being, like Jupiter from the head of Minerva, in full strength and panoply. We have before us the Reports for 1845, '46, '47, of the Superintendent of Public Instruction of that State, and from these, as well as from other sources of information, we think that Michigan will come behind no State in the Union, in providing for the thorough education of *all* her children. With a liberality and zeal, which would do honor to older States, she has laid the foundation of her school system broad and deep. With a wise foresight, she has seized the morning of her opportunity, and planted her system amidst the prairies and oak openings, so that wherever the immigrant settles, he finds the school already established, or the means of establishing it ready to his hand. She has carried out the intent of the memorable Ordinance of July 13th, 1787. In that Ordinance for the Government of the Territory of the United States, northwest of the river Ohio, it was declared that "religion, morality, and knowledge, being necessary to good government and the happiness of mankind, SCHOOLS, AND THE MEANS OF EDUCATION, SHALL FOR EVER BE ENCOURAGED."

When the State constitution was adopted in 1835, and ratified by Congress in 1836, the present school system went into operation, and an experience of twelve years has brought Michigan into enviable comparison with the older States of New England.

Michigan is divided into school districts, and a school must be maintained in each of them for at least *three* months in every year, in order to share in the avails of the school fund. Of the extent of this fund, some judgment may

be formed when it is known that, besides the interest of the primary school fund, which amounts to *thirty-four thousand* dollars, the qualified voters of every township may raise by tax *fifty cents* for every child in the township between the ages of four and eighteen years. For the same purpose also, the Supervisors are required to assess *one mill on each dollar* of the valuation of the taxable property of their respective townships. The aggregate thus provided, amounts for the present year to \$122,000.

Now the number of School districts in Michigan is probably not over 3000, while in the State of New-York it is about 11,000. The children of a suitable age in Michigan for the schools is nearly 110,000 ; while in this State they are over 700,000. And yet, while New-York pays from her school fund less than 140,000 dollars, Michigan provides \$122,000 ; which, in proportion to her population is *six times* as much as New-York provides. So much has Michigan come nearer to the practical carrying out of the doctrine that *the property of the State should educate the children of the State.*

The School System of Michigan is to all intents and purposes *a system of Free Schools.* For although, the public moneys do not quite pay the whole expense of teachers' wages, and a deficit remains to be made up by district rate bills, yet provision is made, not only for the free tuition, but for the *school books* necessary for the use of *every* child, whose parents are not able to provide them, and the expense is met by an assessment on the property of the district.

The system of District School Libraries, which was adopted at first, has been changed to a system of Township Libraries. Some advantages doubtless result from this change. The new system is more simple and economical ; but the books of course, not quite so accessible. The number of volumes in these Libraries last year, was 44,000, which, for the population, was more than the 1,300,000 volumes in the District Libraries of this State.

But the crowning glory of the School System of Michigan is its University. Its object is "to provide the inhabitants of the State with the means of acquiring a thorough knowledge of the various branches of literature, science, and the arts." It consists of three departments ;—1. Of literature, science, and the arts. 2. Of law. 3. Of medicine. It contemplates a principal College which is established at Ann Arbor, and branches to be established in other parts of the State as need shall require. The funds for its support are drawn from public lands which have been set apart expressly for this object. Two college buildings have been already erected at Ann Arbor, capable of accommodating 150 students ; and houses are built for four Professors. There are, at present, four Professors and *seventy* students. The students pay *nothing* for tuition, if they are citizens of the State. The only charge is the trifling one of ten dollars per annum for contingent expenses. The University, which is yet in its infancy, is under the management of a Board of Regents, but it is rapidly rising in favor, in reputation, and in its means of usefulness. The location at Ann Arbor is one of the most beautiful that can be imagined ; and Michigan may well be proud of it for what it already is, and for what it is yet to be.—*N. Y. State District School Journal.*

EDUCATION WITHOUT RELIGIOUS TRAINING.

Consider then with yourselves, that if a man is under the dominion of violent lusts and passions that are born within him, what would he be without the restraints of authority ; without the customs imposed by education from his earliest infancy ; and above all, without the obligations of religion upon the conscience ? With all his natural inclinations to vice, he must be inevitably lost, unless he is kept in subjection—he ought rather to be chained down as a lunatic, than left at liberty to follow the dictates of his own disposition. Yet such is the unaccountable perverseness of some, and the unthinking folly of others, who prescribe a course of education void of all restraint ; supposing that the mind of a child, if we do not interrupt it, will grow up into wisdom, genius, prudence, and moderation, in the state of nature. But you will easily see, that as man now is, a mind so left to itself can be fit for nothing but to be turned wild into a forest amongst the beasts. The understanding of man must, like that of the horse and mule, be broken, to make him fit for society ; and his spirit and temper must be broken, to make him fit for heaven. If he is without the benefits of education, he should retire into the wood to feed on acorns, as the poets supposed mankind to have done before the times of civilization. Among barbarians, in the remote islands of the Indies, we might possibly expect to find such examples of undisciplined nature ; though I think even there, but few minds are totally neglected ; but if such a thing occurs where the light of the Gospel prevails, we have then a monster which never appeared in the world before, a *christian savage* ! This method of leaving corrupt nature to be its own tutor, is a project of the last days, when affected wisdom is taking its flights above the regions of sobriety and common sense, and men become enthusiastically addicted to novelty and refinement : as if it were the wisest, because it is the newest way, to leave the human mind to what it knows naturally as a brute beast ; in consequence of which absurd liberty, without decency, without discretion, without conscience, without religion : to glory in its shame, and to be the pest, as it ought certainly to be the outcast, of every christian community.”—*Jones of Nayland*.

IMPORTANCE OF EDUCATING THE FARMER.

It is calculated that the division of the occupations of men of the United States is nearly in the following proportions :—

Number engaged in Internal Navigation,	33,076
“ “ Ocean	56,021
“ “ Learned Professions,	65,255
“ “ Commerce,	119,607
“ “ Manufactures,	791,749
“ “ Agriculture,	3,719,951

Thus it will be seen that those who are engaged in agriculture are three and a-half times greater in number than those in all the other divisions. The agriculturists consequently have the physical and numerical power, and can at any time control every government in the United States, and give tone to public opinion. But do they ? No indeed ; for however powerful they may

be in number, they are weak in influence, and this arises from want of proper education. The sixty-five thousand two hundred and fifty-five, engaged in the learned professions, are intellectually stronger than the three millions, seven hundred and nineteen thousand, nine hundred and fifty-one engaged in agriculture, and therefore *rule* them. If it were not so, seven-eighths of the offices in the country would not be held by lawyers and doctors; nor would all the colleges and high schools be endowed principally for the benefit of the learned professions.

Farmers, when will you arouse yourselves to the dignity and importance of your calling, and educate yourselves to the height of intelligence which will make you the *rulers* instead of the *ruled* of the other professions? There is surely nothing to prevent this, if you will only be true to yourselves.—*American Agriculturist*.

HOW TO TEACH CHILDREN.

To make a child acquainted with the mere form of any science is of no value whatever; but every science should be used as a light of instruction, in so far as it shows what are those emphatic—those *critical* points in the course of Nature's proceeding with which—as the least disguised exponents of her order—we ought to familiarize the opening mind. In this respect, science, in its existing state, ought ever to be the guide of the teacher; but he must superadd an art of his own—the power, viz: to present these in the manner that will interest the young. Judging from the texture of most elementary works yet in circulation in this country, one would be inclined to infer that the art of popular exposition is synonymous with toleration for inaccuracy and clumsiness; but, rightly estimated, it requires powers both elevated and rare, not technical knowledge merely, but knowledge in the best sense—knowledge that can rightly discriminate—in regard to the sciences; and, what is still more difficult, the faculty of falling back, by aid of our undestroyed sympathies, among those impulses and vivid conceptions by which the external world is interpreted to the warm heart of a child. The loftiest minds—at least in respect of culture—have invariably been those who have written most successfully for the instruction of youth; and I esteem it a great misfortune, that so few finished scholars and accurate thinkers have, amongst us, thought fit to employ themselves in this.—*Wilm.*

LAMARTINE'S EDUCATION.

My mother had received from her mother, when on her death-bed, a handsome Bible of Royamont,* from which she taught me to read when I was very young. This Bible had engravings of sacred subjects at nearly every page. When I had read about half a page with tolerable correctness, my mother allowed me to see a picture; and, placing the book open on her knees, she

* The assumed name under which M. de Saci published his "History of the Old and New Testaments."

explained the subject to me as a recompense for my progress. She was most tender and affectionate by nature, and the impressive and solemn tone of her clear and silvery voice, added to all she said, an accent of strength, impressiveness and love, which still resounds in my ears after six years, that voice has, alas! been mute.—*Travels in the East.*

KIND WORDS DO NOT COST MUCH.

They never blister the tongue or lips. And we have never heard of any mental trouble arising from this quarter. Though they do not cost much, yet they accomplish much :

1. They help one's own good nature and good will. Soft words soften our own soul. Angry words are fuel to the flame of wrath, and make it blaze the more fiercely.

2. Kind words make other people good natured. Cold words freeze people, but hot words scorch them, and sarcastic words irritate them, and bitter words make them bitter, and wrathful words make them wrathful.

There is such a rush of all other kind of words in our days that it seems desirable to give kind words a chance among them. There are vain words, and idle words, and hasty words, and spiteful words, and silly words, and empty words, and profane words, and boisterous words, and warlike words.

Kind words produce their own image on men's souls. And a beautiful image it is. They soothe and quiet and comfort the hearer. They shame him out of his sour, morose, unkind feelings. We have not yet begun to use kind words in such abundance as they ought to be used.

THE MOTHER.

Scarcely a day passes that we do not hear of the loveliness of women ; the affection of a sister, or the devotedness of a wife ; and it is remembrance of such things that cheers and comforts the dearest hour of life—yet a mother's love far exceeds them in strength, in disinterestedness and purity. The child of her bosom may have forsaken her and left her—he may have disregarded all her instructions and warning,—he may have become an outcast from society, and none may care for or notice him, yet his mother changes not, nor is her love weakened, and for him her prayers will ascend ! Sickness may weary other friends—misfortune drive away familiar acquaintances, and poverty leave none to lean upon ; yet they will not affect a mother's love, but only call into exercise, in a still greater degree, her tenderness and affection. The mother has duties to perform which are weighty and responsible—the lisping infant must be taught how to live—the thoughtless child must be instructed in wisdom's ways—the tempted boy be advised and warned—the dangers and difficulties of life must be pointed out, and lessons of virtue must be impressed on the mind. Her words, acts, faults, frailties and temper are all noticed by those that surround her, and impressions in the nursery exert a more powerful influence in forming the character than do any other after instruction. If passions are unrestrained—if truth is not adhered to—if consistency is not

seen—if there be a want of affection or a murmuring of the dispensations of Providence, the youthful mind will receive the impression, and subsequent life will develop it; but if all is purity, sincerity, truth, contentment and love, then will the result be a blessing; and many will rejoice in the example and influence of the pious mother.—*Ibid.*

CHILDREN SHOULD BE TAUGHT TO THINK FOR THEMSELVES.

The moral cultivation of children belongs mainly to parents, at home; and is achieved more by example than by precept. The boy whose father abuses a lie, seldom becomes a liar. Children are imitative beings; and as imitation soon becomes habit, parents cannot be too careful what examples for imitation they set. We do not pretend to lay down rules for moral training; a sufficiency of them for every practical purpose will be found between the covers of that ancient and much neglected book, the Bible, and it is for parents to make the application clear to their children. We would have the young taught to think for themselves and assisted to think justly, and to do this, the parent must himself think justly.

To think for themselves! And how they are to be taught to think for themselves? In various ways, and if we may be allowed to recommend any branch of education particularly, by the study of the exact sciences; at least to some extent. It is true that every boy is not qualified by nature to become a great mathematician, but almost every one is capable of being taught that twice two are four, and we would cultivate whatever mathematical talent a pupil has, were it ever so little. And why, we may be asked, should he study algebra and geometry, if he is to be a farmer or a shopkeeper? For this reason: it will teach him to think, to weigh every thing, to take nothing for granted without sufficient reason, to examine whatever is doubtful or suspicious, to detect error, and very often to arrive at truth. It will make him in a measure independent of the opinions of others; for he who thinks much and deeply is of healthy mind, competent to form opinions of his own. The elements of Euclid is an easy and delightful book, which it does not require any extraordinary capacity or much time to master; but we will venture to affirm that the few days or weeks spent upon it will give the student a habit of thinking and close reasoning that will never depart from him, and that will be of inestimable advantage to him through life.—*Miss C. E. Beecher.*

GOOD MANNERS.

We know a young man, slow, sullen, heavy-browed and ungracious, who whenever you speak to him, answers as if it were an effort to be even decently civil; and who, moreover, seems to be quite content, and even proud, of his incivility. And we lean to the charitable side so far as to think this is nothing more than a bad habit of his, which has insensibly fastened upon him; and that he goes through the world—a world of mutual dependance—little aware of the fact, that so small a thing as his manners is constantly producing impressions, and fast forming a reputation, such as ten years hence he may regret as the greatest blunders of his life.

Would it not be well for every young man to remember the truthful anecdote of the rich Quaker-banker, when asked the secret of his success in life, answered "Civility, friend—civility!"—How much does it cost a man, either old or young, to be truly civil in the intercourse of society? Rather, how much does it cost a young man to form his habits, which, if formed, will sit upon him easily, gracefully, and profitably, so long as he lives? Far more often depends on this little, than any other single adventitious circumstances by which men rise and fall. We may look around us, at any time, and see men high in place and power, who have not attained that elevation by force of individual character or great knowledge, but simply from the fact that the trifling graces of life have not been despised. It is not a dancing master's grace that is now referred to, but that benevolence of manner that recognizes in little things the rights of others, and fully acknowledges such rights. The thousand ways in which this little courtesy does good, need hardly be mentioned. It may be said, however, that a courteous manner has a reflective influence on the benevolent feelings. It is a source of gratification to the man who practices it. If it sits naturally upon a man, it is a passport to any place and any circle. It has smoothed many a rough path for men first starting in business, and has been one of the things that has often crowned efforts with success. The man of experience, looking on an ungracious manner in a young person just started into the world with nothing he can depend on but himself, is not angered, but rather pained, by what he sees knowing, as he does, that the want of that little something to please as we go along, will cause many a rough jog in the road, which, otherwise, might be as smooth as a summer stream. Wear a hinge in your neck young man, and keep it well oiled.

TEACH YOUR PUPILS THE LAWS OF HEALTH.

Teach all your pupils the *laws of health*, and present them as the *laws of God*, which they commit sin in violating, and then *set them an example of strict obedience to them* yourselves. And do not teach *empirically* and *ex-cathedra*, but show them the philosophy of the matter, *why* it is thus and so, and *how* is it, that penalties must follow disobedience to these laws; and enforce obedience to them by every method you can command. Make them understand how fresh air purifies the blood and invigorates the nerves, and see that the schoolroom is ventilated abundantly. Enquire, too, respecting their lodging-rooms, and advise them how to secure *their* proper ventilation, and ascertain whether they do it. Teach them what kinds of food and drinks are unhealthful, and *why* they are so. Teach them the evils of eating too much, eating too often, of eating too fast, and of taking food and drink too warm. Teach them the baneful operation of alcoholic and narcotic drinks. Teach them the offices of the skin, and the necessity of frequent ablutions, for preserving health. Teach them the necessity of warm clothing, and of guarding the eyes from excessive light, and when weak, the evil of using them before breakfast, or by candle light. Teach them the danger of excessive mental excitement, either by intellectual effort or protracted care and anxiety, and the indispensable preservative sought in *muscular exercises in the open air*. And on this last topic, beware yourselves of the rocks.—Miss C. E. Beecher.

MISCELLANEOUS.

Importance of the Insignificant.—It is one of the most marvellous arrangements of Providence that results of the greatest magnitude and importance are not unusually caused by operations apparently so insignificant as to be reckoned scarcely worthy of notice. Nothing, however, is really insignificant—all has a meaning—all tends to one harmonious whole in the order of creation. Some beautiful illustrations of this proposition are to be found in the animal kingdom, particularly in the immense and wonderful influence of minute animated organisms upon the actual form and mass of the globe! The chalk formation fills every reflective mind with wonder. The chalk-beds of England are many hundred feet thick, and many miles in extent. Who raised this wall of white around our coast? Who piled up those precipitous masses, from which all the labour and skill of man can only detach a few comparatively insignificant morsels? "We did!" utter a myriad-million animalcules, whose dead bodies we thus behold. It is beyond conception—but the microscope assures us of the fact. These vast bodies are composed of the shells of infusory animalcules. A "line" is the 12th of an inch. Now these creatures vary from the 12th to the 289th part of a line in thickness! It has been calculated that ten millions of their dead bodies lie in a cubic inch! "Singly," says a popular writer, "they are the most unimportant of all animals; in the mass, forming as they do such enormous strata over a large part of the earth's surface, they have an importance greatly exceeding that of the largest and noblest of the beasts of the field." There is a safe humility; for while the greater creatures have many of them become extinct, and left no posterity, the descendants of these ancient earth-architects live and thrive to this very hour.

Importance of Physical Education.—The influence of the physical frame upon the intellect, morals, and happiness of a human being, is now universally admitted. Perhaps the extent of the subject is examined.

The train of thought and feeling is perpetually affected by the occurrence of sensations arising from the state of our internal organs. The connexion of high mental excitement with the physical system is obvious enough, when the latter is under the influence of stimulants, as wine or opium; but other mental states—depression of spirits, irritability of temper, indolence, and the craving for sensual gratification, are, it is probable, no less intimately connected with the condition of the body. The selfish, exacting habits which so often attend ill health, and the mean artifices to which feebleness of body leads, are not, indeed, necessary results; but the physical weakness produces the moral evil, and no moral treatment can be successful which overlooks physical causes. Without reference to its moral effects, bodily pain forms a large proportion of the amount of human misery. It is, therefore, of the highest importance that a child should grow up sound and healthful in body, and with the utmost degree of muscular strength that education can communicate.

A Nation has two natural sources of wealth, one the *soil* of the nation, the other the *mind* of the nation. So long as these remain uncultivated they add little or nothing to its wealth or power. Agriculture makes the one productive; Education the other. Brought under cultivation the *soil* brings forth wheat and corn, and good grass; while the weeds and briars, and poisonous plants are all rooted out: so mind brought under cultivation brings forth skill and learning, and sound knowledge and good principles; while ignorance and prejudice, and bad passions, and evil habits, which are the weeds and briars and poisonous plants of the mind, are rooted out and destroyed.

Whatever parent gives his children good instruction, and sets them at the same time a bad example, may be considered as bringing them food in one hand and poison in the other.—*Balguy*.

EDITORIAL DEPARTMENT.

THE SERIES OF NATIONAL READERS.

The course of reading and study provided for pupils of Common Schools in the *Five National Readers* may be seen by carefully examining the Contents of those Readers in the first article of this number of the *Journal of Education*. The contents of these admirable books give only a faint idea of their excellence; but they will enable those who are not acquainted with them to judge of the progressive principle on which they are constructed, the vast range of interesting and useful subjects which they embrace, and the Christian spirit which pervades them. Beginning with the forms and various sounds of the letters, and one syllable dialogues and little narratives so congenial to the taste and powers of the infant mind, they proceed through the simple elements of the essential branches of useful knowledge, until in the *fourth* and *fifth* books, the most important subjects of *Physical Geography and Geology, of Jewish History and Political Economy, of General History and Chronology, of Vegetable and Animal Physiology, of Natural Philosophy*, including elementary *Mechanics, Astronomy, Hydrostatics, Pneumatics, Optics, Electricity, and Chemistry*, are treated in a manner both attractive and scientific, and adapted to the intercourse and pursuits of common life—the whole series being interspersed with miscellaneous and poetic selections calculated to please the imagination, to gratify and improve the taste, and to elevate and strengthen the moral feelings. The *Scripture Biography, and Natural History, and Lessons on Money Matters, the Geographical and Descriptive Outlines, and Manufactures* of the *Third Book*, are happily introductory to the Natural History of the *Mineral, Vegetable and Animal Kingdoms*, the more comprehensive *Descriptive Geography, the History of the Hebrew Nation, and Political Economy of the Fourth Book*, and these again prepare the way for the more extensive development of the same and kindred subjects in the *Fifth Book*. Apart from the adaptation of these books to schools, they would form a suitable commencement of a *family library*; and the perusal of them could not fail to impart pleasure and profit to all the reading members of a family. It is the great object of the Lectures and instruction in the Normal School,—besides teaching the *art* of reading and writing, and book-keeping, the science of Arithmetic, Algebra, and Geometry—to make the students practically acquainted with the *subjects* of the *Five Readers*, and to enable them to explain and illustrate those subjects to the pupils of Common Schools, so that such pupils, at the same time that they are learning to read, may acquire an amount of various and useful knowledge which will fit them to enter upon the active business of life. How different is such a series of books, systematically and properly arranged, from the common hodge-podge miscellanies which pass under the name of School Readers; and how much will be saved both in money and improvement, by the use of such a series! The value of these books is also greatly increased by the *exercises in spelling* which are connected with the lessons throughout the first three Books, and by the *Prefixes, Affixes and Principal Latin and Greek Roots* inserted at the end of the *Fourth Reader*, together with the directions in the Preface of the same Book for teaching and learning them. By the last annual local School reports it appears that these valuable Readers have already been introduced into upwards of 1300 out of the 2700 Common Schools reported in Upper Canada.

The enterprising Firm of BREWER, McPHAIL & Co., Toronto, have reprinted in good style, and at a low price, the whole series of these Readers. Their excellent *stereotype* reprint is from the original edition which has been adopted and recommended by the Board of Education. The *fifth* Reader was never before reprinted in Canada. It has just issued from the Press, and, like all its predecessors, is a *fac-simile* of the original Dublin Edition, with its useful diagrams, illustrative of various subjects of *Natural History and Natural Philosophy*.

"VALUE OF KNOWLEDGE."—The article under this head commencing on page 325, and extracted from a speech recently delivered in the American Congress, is replete with the characteristic eloquence of the Hon. HORACE MANN, brilliantly exhibiting the incompatibility of slavery with civilization, and vividly portraying the progress of Education in the New England States. Would the leading men of Upper Canada take the same interest in the general and efficient education of the people, as is manifested on the part of the men of New England in the cases referred to by Mr. MANN, what a transformation would soon be effected in the intellectual aspect and social condition of our country! It requires something more than School Laws and School Funds to educate a people; the deep convictions and decided co-operation of the wealth and intelligence of the country are essential to accomplish that great work. To elevate a country, the principal inhabitants must identify themselves with it. The Hon. CHIEF JUSTICE ROBINSON is setting an example which is well worthy of the attention and imitation of the leading men of Upper Canada in respect to the Common School Education of the People. It was forcibly observed by His Excellency the GOVERNOR GENERAL, while recently furnishing a most gratifying illustration of the remarks which we have made, in attending a meeting of the *Mercantile Library Association of Montreal*,—"BE IT REMEMBERED ALWAYS, THAT JUST IN PROPORTION AS YOU ASCEND IN THE SOCIAL SCALE, YOUR RESPONSIBILITIES TO YOURSELVES AND SOCIETY INCREASE."

BLANK SCHOOL TRUSTEES' REPORTS for the year 1848, for all the Trustees in Upper Canada, have been forwarded to the Superintendents of Common Schools in the several Districts. District Superintendents should be particular in seeing that the Trustees of each Section in their respective jurisdictions are *early* supplied with a copy; and it is to be hoped that Trustees will in all cases make their reports in the early part of January, so that a General Provincial Report for the current year may be made to the Legislature before the close of the ensuing Session.—District Superintendents' Blank School Reports for the current year, ruled and prepared in every respect for filling up, have also been forwarded to the several District Superintendents of Common Schools.

The short account of the *State of Michigan School System*, given in a former part of this number, will repay a perusal. It is essentially *free* in regard both to Common School, and University Education, and may well prompt the much older Province of Upper Canada to more general and adequate attention to this vital interest of a free and prosperous people.

THE LAW AND REGULATIONS FOR TRUSTEES AND TEACHERS OF COMMON SCHOOLS.

Desirous of including in the first volume of this journal not only the exposition and elucidation of the principal topics of Elementary Education, but the *general* provisions of the School Law and the forms and regulations necessary to carry them into operation, we insert in this number those Sections of the Common School Act which relate to the duties of *Trustees* and *Teachers*, together with the forms and regulations relating to them, and also such regulations as are of general application to the Schools. In accordance with these provisions and regulations, the Common School operations of Upper Canada will be conducted the ensuing as well as the present year. For this purpose, and to supply all School officers that need them, the GOVERNOR GENERAL in

Council has recently authorised the printing of another edition of the Sections of the School Act and the Forms and Regulations which will be found below—the District Councils and Superintendents being already supplied with a sufficient number of the copies of the Common School Act and the Regulations relating to their duties.

THE SECTIONS OF THE SCHOOL ACT (9th Vic. Ch. xx.) RELATIVE TO THE POWERS AND DUTIES OF TRUSTEES AND TEACHERS OF COMMON SCHOOLS IN UPPER CANADA.

XVII. And be it enacted, That whenever any School section shall be formed in any Township, it shall be the duty of the municipal authority to designate some person or persons, in such section, to whom the District Superintendent shall communicate the description and number of such section, and which person or persons shall, within twenty days thereafter, prepare a notice in writing, describing such section, and appointing a time and place for the first School section meeting, and shall cause copies of such notice to be posted in at least three public places in such school section, at least six days before the time of holding such meeting.

District Superintendent may, on some person being designated by the Municipal authority, cause such person to give notice of first School section meeting.

XVIII. And be it enacted, That after such first School section meeting there shall be a like meeting held in such School section on the second Tuesday of January in each year, at the hour of twelve of the clock at noon, at such place as shall be specified by a majority of the School Trustees in such section, who shall cause notices of such Annual Meeting to be posted in at least three public places in such School section, at least six days before the time of holding such meeting.

Another such meeting to be held in January in every year—and notice thereof to be given.

XIX. And be it enacted, That at every such first School section meeting, and at every such Annual School section meeting, the Senior Justice of the Peace present, or in default of any Justice of the Peace being present, such other person as shall be appointed by a majority of the landholders and householders of such School section who shall be present at such meeting, shall preside over the proceedings of such meeting, and shall, immediately after such meeting, communicate to the District Superintendent the name or names and address of the person or persons chosen Trustee or Trustees, and the number of their School section.

Who shall preside at every School section meeting.

XX. And be it enacted, That should no such first or Annual School section meeting be held in consequence of the notice hereinbefore required not having been given, the person or persons whose duty it was to give such notice shall individually forfeit a sum not exceeding two pounds, which shall be recoverable for the School purposes of such section, by prosecution before any Justice of the Peace, who is hereby authorized, on the complaint on oath of any two inhabitants of such section, to hear and determine the same, and to convict the party, and to issue a warrant to levy the penalty by such sale and distress of the offender's goods:—And in such default of holding such meeting, any three resident freeholders shall have authority, within twenty days after the time at which such meeting should have been held, to call such meeting by giving six days' notice, to be posted in at least three public places in such School section.

Penalty against persons who shall not have given notice of first or Annual School section meeting—£2.

Trustees to be elected at first School section meeting.

XXI. And be it enacted, That at the first School section meeting which shall be held in a newly formed section, the landholders and householders thereat shall elect three Trustees, who shall continue in office until the next ensuing Annual School meeting meeting of such section.

And at first and subsequent Annual school meeting.

XXII. And be it enacted, That at the first Annual School meeting held in any School section after the passing of this Act, the persons qualified to vote thereat shall elect, by a majority of votes, three Trustees, who shall be numbered one, two, three, (the order to be determined by lot;) the first of whom shall continue in office one year, the second two years, the third three years; at the end of which periods they shall respectively be replaced by others; and that at each succeeding Annual School meeting of such section, the persons present qualified to vote shall elect one Trustee, who shall continue in office three years, and until a successor is elected; provided that any Trustee, if willing, may be re-elected.

Penalty on any person refusing to serve as Trustee—£5.

Vacancies—how filled.

XXIII. And be it enacted, That if any person chosen as a Trustee shall refuse to serve, he shall forfeit a sum not exceeding five pounds, which sum shall be collected and applied in the same manner as other fines imposed by this Act; and if one or more vacancies shall occur among the Trustees, by reason of refusal to serve, permanent absence from the School section, death, or incapacity from sickness, such vacancy or vacancies shall be filled up by the electors of such School section at a meeting to be called for that purpose by the surviving Trustee or Trustees; and in case of there being no surviving Trustee, the District Council of the District shall fill up the vacancies, and the person or persons who shall be appointed to fill up a vacancy or vacancies shall continue in office during the period for which the person or persons whom he or they shall succeed would have been required to serve.

No Trustee to be re-elected without his consent for four years.

Trustees to be a Corporation.

XXIV. And be it enacted, That no School Trustee shall be re-elected except by his own consent during the four years next after his going out of office.

XXV. And be it enacted, That the School Trustees in each School section, shall be a Corporation, under the name of "*The School Trustees of Section number in the Township, (Town, or City,) of in the*"

Common Seal.

Corporate powers.

Corporation not to cease in certain cases.

"*District,*"—and shall have perpetual succession, and a Common Seal, and may sue and be sued, and shall generally have the same powers which any other body politic or corporate has with regard to the purposes for which it is constituted; but they shall not at any time hold real property.

XXVI. And be it enacted, That no such Corporation shall cease by reason of the want of School Trustees, but in such case the powers of the Corporation as regards the possession of any personal property shall become vested in the District Superintendent, in trust, until it shall be otherwise provided by law, and the School House, lands, or other real property, belonging to the Common School or Common Schools, in any section under any law or by any title whatsoever, is hereby vested in the District Council for the several Common Schools and in trust for such Schools respectively.

Duties of Trustees.

XXVII. And be it enacted, That it shall be the duty of the Trustees of each School section:—

First, To appoint one of themselves Secretary-Treasurer, whose shall keep a Minute of their proceedings in a book kept for that purpose,—shall receive the moneys collected by rate bill or subscription from the inhabitants of the School section,—and shall be responsible for such moneys to his colleagues, and shall pay them to the Teacher, after defraying the expense of collection, in such manner as may be directed by the majority of the Trustees.

To appoint a Secretary-Treasurer.

His duties.

Secondly, To appoint a Collector, if they shall think it expedient, to collect the sums which they have imposed upon the inhabitants of their School section, or which the said inhabitants may have subscribed, and to pay such Collector not to exceed at the rate of five per cent. for his trouble in collecting; and every Collector shall give such security as may be satisfactory to the Trustees, and shall have the same power in collecting the School rate, or subscription, and proceed in the same manner and be subject to the same liabilities in the discharge of his duty as is or may be by law provided in respect of Collectors of the District rates and assessments.

And a Collector:

His duties.

Thirdly, To take possession of all Common School property which may have been acquired or given for Common School purposes in such section, and to acquire and hold for the Corporation by any title whatsoever, all personal property, moneys, or income for Common School purposes, until the power hereby given shall be taken away or modified by law, and to apply the same according to the terms of acquiring or receiving them.

To take and hold property for Common School purposes.

Fourthly, To do whatever may be expedient with regard to building, repairing, renting, renewing, warming, or keeping in order the School House and its appendages, lands, fences, and moveable property which shall be held by them: Provided that no rate shall be levied for the building of a School House in any School section otherwise than under a By-Law of the District Council, but such By-Law may be made by the District Council at any meeting thereof, and the rate may be forthwith placed on the Collector's Rolls by the Clerk of the Peace and collected by the Collector; any thing in any Act passed during the present Session, or any previous time, and limiting the period at which By-Laws, imposing taxes, are to be passed in any year, to the contrary notwithstanding.*

To build, repair, &c., School Houses, &c.

Proviso.

Fifthly, To cause in their discretion to be levied by rate bill, in the manner hereinafter provided by this Act, or by voluntary subscriptions, any additional sum that may be necessary to pay the salary of the Teacher and the incidental expenses of the School, such as repairing, furnishing, and keeping the School House in order, and in case there be no School House, providing a suitable place for the School, providing fuel in a state fit for use in the School House selected, and all things necessary

To levy by rate-bill a certain additional sum.

* A District Council has authority also to provide for the entire support of any Common School within its jurisdiction by assessment, according to the following Section of the 10th and 11th Vic. chap. 19:—

“And be it enacted, That it may and shall be lawful for the Council of any City, and the Board of Police of any Incorporated Town, and the Municipal Council of any District in Upper Canada, to impose, from time to time, such assessment upon the inhabitants, or all or any School Districts, Sections or Divisions within their respective jurisdictions, over and above the assessment which they are now authorized by law to impose, as such Council shall judge expedient, for the purchasing or procuring school sites, the erecting, repairing, renting, or furnishing of School houses, the payment of teachers, and for Common School purposes generally: any thing contained in any law or statute to the contrary notwithstanding.”

Declaration required before they shall receive School moneys.

for the comfort of the pupils ; and before such Trustees, or any one on their behalf, shall be entitled to receive from the District Superintendent their share of the Common School Fund, they shall furnish him with a Declaration from the Secretary-Treasurer, that he has actually, and *bonâ fide* received and has in his possession for the payment of the Teacher, or has paid such Teacher a sum sufficient with such allowance from the Common School fund for the purposes aforesaid.

To fix Rate-bill per quarter, &c.

Sixthly, To prepare and determine a rate bill quarterly, containing the name of every person liable to pay for the instruction of children sent by him to such Schools, and the amount for which he is liable, and by themselves, or any one of them, or by their Collector, to collect from every person named in such rate bill the amount therein charged against him, and in case they employ a Collector, five *per centum* on such amount for the cost of collection, and to pay the amount so collected to the Teacher or Teachers entitled to receive the same : Provided that every person sending a child or children to any Common School shall be rated for a period of not less than two-thirds of the current quarter.

To exempt indigent persons from payment of Rate-bill.

Seventhly, To exempt wholly or in part from the payment of the rate bill such indigent persons within their School section as they shall think proper ; and in default of payment by any person rated, to levy the amount by distress and sale of goods and chattels of the person or persons making default ; and in case such person or persons reside without the School section, and have no goods or chattels within it at the time of making such collection, to sue and recover by their name of office, the amount from such person or persons ; and for the collection of such rate, the Collector appointed by the Trustees shall have, within their School section, the same powers as the Collector of any District rates.

To ascertain number of children in School section.

Eighthly, To ascertain the number of children residing in their School section over the age of five and under sixteen years, and to allow them, without exception, to attend the Common School, so long as their conduct shall be agreeable to the rules of such School.

To engage Teachers.

Ninthly, To appoint and engage, from time to time, a Teacher duly qualified to teach in the School under their control, according to the provisions of this Act ; and to give such Teacher the necessary orders upon the District Superintendent for the portion of the School Fund, to which their School section may be entitled.

To select books.

Tenthly, To select from a list of books, made out by the Board of Education, under the sanction of the Governor in Council, as herein-before provided, the books which shall be used in the School.

To make a report to District Superintendent.

Eleventhly, To see that the School is conducted according to the regulations herein provided for ; and to prepare and transmit annually on or before the second Tuesday of January, a Report to the District Superintendent, which Report shall be signed by a majority of the Trustees, and made according to a form which shall be provided by the Superintendent of Schools, and shall specify :

What such Report shall show.

1st, The whole time the School has been kept by a qualified Teacher or Teachers in their section during the year ending the thirty-first day of the previous December, the day before that on which the Report shall be dated, except when the year commences on a Sunday, in which case the Report shall be dated on the second day of January in the year in which it shall be transmitted.

2ndly, The amount of monies received from the District Superintendent, and the amount of monies received from other sources, distinguishing the same ; and the manner in which all such monies have been expended.

3rdly, The number of children taught in the section School during the year, and the number of children residing in the section, over the age of five years and under the age of sixteen.

4thly, The branches taught in the School ; the number of pupils in each and the text books used.

XXVIII. And be it enacted, That it shall be the duty every Teacher of a Common School :

First, To teach diligently and faithfully, all the branches required to be taught in the School, according to the terms of his engagement with the Trustees, and according to the provisions of this Act.

Secondly, To keep the daily, weekly, and quarterly registers of the School, and to maintain proper order and discipline therein, according to the regulations and forms which shall be prepared by the Superintendent of Schools.

Thirdly, To have, at the end of each quarter, a public examination of his School, of which he shall give notice, through the children, to their parents, and shall also give due notice to the Trustees and any School Visitors who may reside in or adjacent to such School Section.

Fourthly, To act as the Secretary of the Trustees, if they shall require it, in preparing their Annual Report : Provided always, that he is a Teacher in such School at the time of preparing such Report as is required by this Act : Provided likewise, that the District Superintendent shall have authority to withhold from any School section the remainder of the share of the Common School Fund which has been apportioned to such section, and which shall be in his hands on the first day of December of each year, until he receives from the Trustees of such Section their Annual Report, required by law for such year.

FORMS FOR TRUSTEES, AND FOR THE CALLING OF SCHOOL SECTION MEETINGS, &c.

IN CONFORMITY WITH THE COMMON SCHOOL ACT, 9^o VIC. CAP. XX, SECTIONS 18-27.

SECTION 1. *Form of Notice of a first School Section Meeting.*

SCHOOL NOTICE.

The undersigned has the honour to inform the Landholders and Household-ers concerned, that the Municipal Council of this District has formed a part of this Township into a School Section, to be designated School Section, No. —, and to be limited and known as follows :—[*Here insert the description of the Section.*]

The undersigned having been authorised and required by the Municipal Council to appoint the time and place of holding the *first* meeting, for the election of Trustees for the School Section above described, hereby notifies the Landholders and Household-ers of said School Section, that a Public Meeting will be held at — on — day, the — of —, at the hour of 12 o'clock, noon, for the purpose of electing three fit and proper persons as School Trustees of the said Section, as required by the School Act, 9^o Vic. cap. xx, sec. 19.

Given under my hand, this — day of —, 18—. [Name.]

REMARKS. Should the person authorised and appointed by the Municipal Council to call the first School Section Meeting refuse or neglect to do so, he subjects himself to a penalty of Two Pounds, recoverable for the purposes of such School Section; and, then, any three resident Freeholders are authorised, within twenty days, on giving six days' notice, to call a meeting for the election of Trustees. The form of their notice—to be posted in, at least, three public places in the School Section concerned, and, at least, six days before the time of holding such meeting—should be as follows:—

SCHOOL NOTICE.

In conformity with the 20th section of the Common School Act, 9^o Vic., cap. xx, the undersigned, resident Freeholders of School Section, No. —, in the Township of —, hereby give notice to the Landholders and Householders of said School Section, that a Public Meeting will be held at —, on — day, the — of —, at the hour of 12 o'clock, noon, for the purpose of electing School Trustees for the said Section.

Dated this — day of — 18—.

A. B.,
C. D.,
E. F., } *Resident
Freeholders.*

SECTION 2. *Form of Notice to be given by the Chairman of a School Section Meeting to the District Superintendent of Common Schools, of the election of one or more persons as Trustees or Trustees.*

—, —, 18—.

SIR,—In conformity with the Common School Act, 9^o Vic., cap. xx, sect. 19, I have the honor to inform you, that, at a meeting of the Landholders and Householders of School Section, No. —, in the Township of —, held according to law, on the — day of —, [here insert the name or names and address of the person or persons elected] — chosen School Trustee of said Section.

I have the honor to be, SIR,

Your obedient Servant,

The Superintendent of Common Schools
in the — District.

D. E.,
Chairman.

SECTION 3. *Form of a Notice of an ordinary Annual School Section Meeting, pursuant to the 22nd section of the School Act.*

SCHOOL NOTICE.

The undersigned Trustees of School Section, No. —, in the Township of —, hereby give notice to the Landholders and Householders of said School Section, that a Public Meeting will be held at —, on the second Tuesday in January, 18—, at the hour of Twelve of the clock, noon, for the purpose of electing a fit and proper person as a School Trustee for said Section.

Dated this — day of —, 18—.

A. B.,
C. D.,
E. F., } *Trustees of
School Section,
No. —.*

REMARKS. The above notice should be signed by a majority of the existing or surviving Trustees, and posted in, at least, three public places of the School Section, at least six days before the holding of the meeting. The manner of proceeding at the Annual Meeting is prescribed in the 19th and 21st sections of the Act.

Should the Trustees neglect to give the prescribed notice of the Annual Section Meeting, they forfeit, each, the sum of Two Pounds, recoverable for the purposes of the School Section, and then any three resident Freeholders of the School Section are authorised, within twenty days, on giving six days' notice, to call such meeting. Their form of notice should be as follows:—

SEC. 4. *Form of Notice of a School Section Meeting to be given by 3 Resident Freeholders.*

SCHOOL NOTICE.

The Trustees of School Section, No. —, in the Township of —, having neglected to give notice of the Annual School Section Meeting, as

prescribed by the 18th section of the Common School Act, the undersigned Freeholders, in conformity with the 20th section of the said Act, hereby give notice to the Landholders and Householdors of the said School Section, that a Public Meeting will be held at ———, on ———, the ——— day of ———, for the purpose of electing a fit and proper person as Trustee, as directed by law.

Dated this ——— day of ———, 18—.

A. B., } Resident Freeholders,
C. D., } School Section,
E. F., } No. —.

REMARK. The mode of proceeding, at a School Meeting thus called, is prescribed in the 19th and 31st sections of the Act.

SECTION 5. *Form of Notice of a School Meeting, to fill up a vacancy created by the death, permanent absence, incapacity from sickness, or refusal to serve, on the part of a Trustee.*

SCHOOL NOTICE.

Notice is hereby given to the Landholders and Householdors of School Section, No. —, in the Township of ———, that a Public Meeting will be held at ———, on the ——— day of ———, at the hour of Twelve of the clock, noon, for the purpose of electing a fit and proper person as School Trustee, in the place of ———, [*deceased, removed, incapacitated from sickness, absent, or who has refused to serve, as the case may be.*]

Dated this ——— day of

A. B., } Surviving Trustees, or Trustees
C. D., } (as the case may be)

REMARK. A Trustee who refuses to serve, forfeits a sum not exceeding Five Pounds, recoverable for the purposes of the School Section; but a Trustee cannot be re-elected without his own consent. The mode of proceeding at a meeting thus called, is prescribed in the 19th and 21st sections of the Act.

SECTION 6. *Form of Agreement between Trustees and Teacher.*

WE, the undersigned, Trustees of School Section, No. —, in the Township of ———, in the ——— District, in virtue of the authority vested in us by the School Act, 9^o Vic., cap. xx, sec. 27, have chosen [*here insert the Teacher's name*] who holds a certificate of qualification, to be a Teacher in said School Section; and WE do hereby contract with and employ him, at the rate of [*here insert the name in words, in currency.*] per annum, from and after the day hereof; and WE further bind and oblige ourselves, and our successors in office, faithfully to employ the powers with which we are legally invested by the said section of said Act, to collect and pay the said Teacher, during the continuance of this agreement, the sum for which we hereby become bound—the said sum to be paid to the said Teacher in quarterly instalments;—and the said Teacher hereby contracts and binds himself to teach and conduct the School, in said School Section, according to the regulations provided for by the said School Act. This agreement to continue [*here insert the period of agreement*] from the date hereof.

Dated this ——— day of ———, 18—.

(Witness)

O. K.

A. B., } Trustees.
C. D., }
E. F., }
G. H., Teacher.

REMARKS. This agreement should be signed by, at least, *two* of the Trustees, and the Teacher, and should be entered in the Trustees's book, and a copy of it given to the Teacher. The Trustees being a Corporation, their agreement with their Teacher is binding on their Successors in office; and should they not fulfil their agreement, they are personally liable, unless, in case of action, they can prove that they have faithfully employed all their legal powers to collect the sum for which they may have bound themselves. And, on the other hand, the Teacher is equally bound to faithfulness in the performance of his duties according to law.

SECTION 7. Form of Warrant for the Collection of School Fees.

WE, the undersigned, Trustees of School Section, No —, in the Township of — in the — District, by virtue of the authority vested in us by the Act, 9^o Vic., cap. xx, sec. 27, hereby authorise and require you [*here insert the name and residence of the person appointed to collect the Rate Bill,*] after ten days from the date thereof, to collect from the several individuals in the annexed Rate Bill, for the quarter therein mentioned, the sum of money opposite their respective names, and to pay, within thirty days from the date thereof, the amount so collected, after retaining your own fees, to the Secretary-Treasurer, whose discharge shall be your acquittance for the sum so paid. And in default of payment on demand by any person so rated, you are hereby authorised and required to levy the amount by distress and sale of goods and chattels of the person or persons making default.

Given under our hands this —

day of —, 18—.

A. B.,
C. D.,
E. F., } *Trustees.*

Form of Rate Bill, as authorised by the second, fifth, and sixth clauses of the 27th section of the Act—to be annexed to the foregoing Warrant.

RATE BILL of Persons liable for School Fees, in School Section, No. —, in the Township of —, for the Quarter commencing the — day of —, and ending the — day of —, 18—.

NAMES of PARENTS or GUARDIANS.	Number of Children in School.	Amount of Rate Bill per quarter for Tuition.			Amount Rate Bill per quarter for Fuel, Rent, &c.			Amount of Collector's Fees; Five per cent.			Total amount of Rate Bill for the Quarter.			
		£.	s.	D.	£	s.	D.	£	s.	D.	£	s.	D.	

Given under our hands, this —

day of —, 18—.

A. B.,
C. C.,
E. F., } *Trustees.*

SECTION 8. Form of Receipt to be given by the Collector, on receiving the amount named in the Rate Bill.

RECEIVED from [*here insert the person's name,*] the sum of [*here write the sum in words,*] being the amount of his [*or her*] Rate Bill, for the Quarter ending on the — day of — 18—.

Dated this — day of —, 18—.

A. B., *Collector.*

EXPLANATORY REMARKS on the Imposition and Collection of Rate Bills, &c.—
1. The Collector should take a Receipt from the Secretary-Treasurer, for all moneys paid him. The Secretary-Treasurer should also take a Receipt from the Teacher for all moneys paid him. The taking and giving receipts for money paid and received will prevent errors and misunderstandings.

2. The Trustees can raise the School fees by voluntary subscriptions, if they please. They can also appoint the School Teacher to act as Collector, if he chooses to accept of the appointment, and give the required security. The Trustees can also impose any Rate Bill, which they may think necessary for renting, and repairing and furnishing a School-house. The Trustees can also petition their District Council to assess the inhabitants of their Section for the whole amount of their Teacher's salary.

3. As the School Accounts of each year must be kept separate by the Superintendents of Schools, so must the Rate Bills. They should therefore be dated on the first day of January, April, July, and October, when these months do not begin on the Sabbath, in which case the Rate Bill and Warrants should be dated on the *second* of the above-mentioned months. The Rate Bills and the Warrants can be made out for one or more Quarters of a year, at the same time, as the Trustees may think most convenient.

4. Those Parents and Guardians who pay the Rate Bills to the Secretary-Treasurer, or Collector, *within ten days* from the date of such Rate Bill, and without being called upon for it, will be exempt from paying the Collector's Fees.

5. The Collector, by virtue of the Warrant from the Trustees, can enforce payment of the Rate Bill by distress and the sale of goods, from any person who resides, or has goods and chattels within the limits of the School Section. For the mode of proceeding in case of persons rated, who may not at the time of collecting the Rate Bill reside or have goods and chattels within the limits of the School Section, see *seventh* division of the 27th Section of the Act.

6. The Trustees should make the apportionment for Fuel *in money*, as one item in the Rate Bill, and then exercise their own discretion as to whether the item for fuel should be paid in money or wood—fixing the price per cord, to be allowed for the wood, describing the kind of wood, and the manner in which it should be prepared for the School. In case any person should fail to pay the amount of his wood-bill, in the manner and at the time prescribed by the Trustees, the payment should, of course, be enforced in the same manner as that of the School Teacher's wages, and the amount, thus collected, paid for the purchase of wood.

SECTION 9. *Form of Trustees' Order upon the District Superintendent.*

To the Superintendent of Common Schools for the — District.

PAY to [here insert the Teacher's name] or Order, out of the School Fund apportioned to School Section, No.—, in the [Township, Town, or City] the sum of [here write the sum in words]—the proportion now due of said Teacher's salary for the year, to be raised by Rate Bill, having been duly collected and being at his disposal, according to the fifth clause of the 27th section of the Common School Act.

Dated this — day of —, 18—.

A. B., }
C. D., } Trustees.
E. F., }

EXPLANATORY REMARKS.—1. No part of the School Fund is allowed to be paid for any other purpose than the payment of the Teacher's salary; and the District Superintendent is not authorised to pay the School Fund moiety of a Teacher's salary to any other than the Teacher interested, or to some person authorised by the Teacher to receive and grant a receipt for it.

2. As the Legislative Grant is intended, not to supersede, but to assist and encourage local effort, it should be advanced on the order of Trustees, in harmony with the principle of its original appropriation. If, therefore, the Trustees desire to obtain from the District Superintendent one-half of the sum apportioned out of the Legislative Grant to their School Section, they must see, at the same time, that there is collected for the School Teacher one-half of the amount which they have agreed to raise by Rate Bill, whether that amount be small or large; and so in regard to any other portion of the Legislative Grant for the current year. The object of this regulation is to prevent local abuses upon the bounty of the Legislature, to secure to Teachers the punctual payment of their quarterly Rate Bills, as well as the Legislative Grant, while it will always be found better for Parents and Guardians to pay the small amounts of the quarterly Rate Bills than to suffer it to accumulate to the end of the year, to the great inconvenience of the Teacher, and sometimes to his absolute loss. The most convenient way of paying the quarterly Rate Bill is, for each Parent or Guardian to send the amount for which he is rated by one of his children to the School Master, requiring his receipt for the amount. This will save such Parent or Guardian the trouble and expense of the Collector's fees, and secure punctual and timely payment to the Teacher.

SECTION 10. *Form of Deed for the Site of a Common School House, Teacher's Residence, &c.*

This Indenture, made the — of —, in the year of our Lord one thousand eight hundred and —, in pursuance of the Act to facilitate the conveyance of Real Property, **Between** — of the Township [Town, or City] of — in the District and Province of Canada — of the one part, and the District Council of the — District, in the Province aforesaid, of the other part —,

Witnesseth, that in consideration of —, of lawful money of Canada, now paid by the District Council of the — District aforesaid, to the said —, grants unto the District Council of the — District

aforesaid, their Successors and Assigns, FOR EVER, ALL ———, In trust for the use of a Common School, in and for Section number ———, in the Township [Town or City] of ——— in the ——— District, aforesaid, ———

THE said ——— **Covenants** with the District Council of the ——— District aforesaid, THAT he hath the right to convey the said Lands to the District Council of the ——— District, aforesaid. **And**, that the District Council of the ——— District, aforesaid, shall have quiet possession of the said Lands : FREE FROM INCUMBRANCES. **And**, the said ——— covenants with the District of the ——— District aforesaid, that he will execute such further assurances of the said Lands as may be requisite.

In witness whereof, the said parties hereto have hereunto set their hands and seals.

Signed, Sealed, and Delivered, in the presence of

A. B. [seal.]

C. D. [seal.]

E. F., }
G. H., } Witnesses.

REMARK. If the Grantor is a married man, his wife's name must be inserted in the Deed, and this clause added after the word "requisite :—" And the said ———, wife of the said ———, hereby bars her dower in the said Lands.

SECTION 12. *Form of the Annual Report of School Trustees to the District Superintendent.*

(Blank forms of Reports for 1848 have been transmitted to the several Districts.)

FORMS FOR TEACHERS OF COMMON SCHOOLS.

SECTION 1. *Form of a Teacher's Receipt.*

1. Form of a Receipt to Parents or Guardians on the payment of their Rate Bill.

RECEIVED from [here write the name of the pupil or person paying] the sum of [here write the sum in words] currency, in payment of the Rate Bill due from [here write the name of the person in whose behalf payment is made] to School Section No. —, in the [Township, Town, or City] of —, for the quarter ending the — day of —, 18—.

Dated this — day of —, 18—.

A. B., Teacher.

REMARK. When the payment of the Rate Bill is made by the Parent or Guardian concerned, the receipt should state it accordingly.

The payment of the Rate Bill to the Teacher, within the time which may be prescribed by the Trustees, will exempt the person thus paying it from the payment of the Collector's fees. The Teacher should, of course, apprise the Collector of all payments made to him, so that the Collector may not be at the trouble of calling upon such persons; and should the Teacher not inform the Collector of such payments within the time prescribed by the Trustees, he should be liable to pay the Collector the usual Fees for the unnecessary trouble imposed upon him by such Teacher's neglect.

2. Form of a Receipt to Trustees.

RECEIVED from the Trustees of School Section No. —, in the [Township, Town, or City] of —, the sum of [here write the sum in words] currency, in payment of my salary in part [or in full] for the [First, Second, &c.] quarter, ending the — day of —, 18—.

A. B., Teacher.

3. Form of a Receipt to the District Superintendent.

RECEIVED from [here insert the name of the Superintendent,] Superintendent of Common Schools for the — District, the sum of [here write the sum in words,] currency, in payment of an order on him by the Trustees of

School Section, No. —, in the [*Township, Town, or City*] of —, in my favour, dated the — day of —, 18—, and paid this — day of —, 18—.

A. B., *Teacher*.

REMARK. Or, on receiving the full amount of the order, it may be most convenient for the Teacher to write the following acknowledgment on the back of it:

"RECEIVED the within in full, this — day of —, 18—."

A. B., *Teacher*.

SEC. 2. *Form of Teacher's Circular Notice of the Quarterly Examination of his School.*
—, —, 18—.

SIR,—In conformity with the Common School Act, 9^o Vic. cap. xx, section 27, the Quarterly Examination of the School in Section No.—, will be held on — day, the — of —, when the pupils of the School will be publicly examined in the several subjects which they have been taught during the quarter now closing. The Exercises will commence at 9 o'clock, A.M., and you are respectfully requested to attend them.

I am, Sir, your obedient Servant,

To C. D., *School Trustee, or Visitor*.

A. B., *Teacher*.

REMARKS. A copy of the above Notice ought to be sent to each of the Trustees, and to as many Visitors of the School Section as possible. Clergymen are School Visitors of any Township in the which they have a pastoral charge; all Justices of the Peace are School Visitors of the Township in which they reside; and all District Councillors are School Visitors of the Township which they represent. The Teacher should address a circular notice to those of them who reside within two or three miles of his School; he is, also, required to give notice, through his pupils, to their Parents and Guardians and to the neighbourhood, of the Examination.

GENERAL REGULATIONS AND INSTRUCTIONS.

SECTION 1. *Holidays and Vacations.*

1. Every alternate Saturday shall be a Holiday in each School.
2. There shall be a Vacation of eight days at Christmas, and another at Easter, in each year.
3. There shall be a Vacation of two weeks during some part of the Quarter ending on the 30th of September, at such time as the District Superintendent may direct; or, if he shall not direct any particular time, it may be at such time as shall be preferred by the Trustees and Teacher.
4. Each District Superintendent shall have authority, when he may think proper, in visiting the Schools, to give the children a Holiday for general good conduct and general attendance at School.
5. All agreements between Trustees and Teachers shall be subject to the foregoing regulations: and Teachers shall not be deprived of any part of their salaries on account of allowed Vacations and Holidays.

SECTION 2. *Duties of Trustees.*

1. The Law invests Trustees with most important functions and duties. They alone have authority to employ Teachers: they alone provide and furnish the School House and premises; they select the books from the list provided for them; they are indeed the patrons of the School. Their duties are, therefore, of the greatest importance, and should be well understood.
2. The Trustees employ the Teacher—agree with him as to the hours of daily teaching, the period during which he teaches, and the amount of remuneration; but the *mode of teaching* is with the Teacher. On the expiration of the term of agreement, Trustees can dismiss a Teacher if they are not pleased with him; but, subordinate to the general rules and regulations provided by law, the Teacher has a right to exercise his own judgment in teaching the School, and the District Superintendent and Visitors alone have a right to advise him on this subject. The Teacher is not a mere machine, and no Trustee or Parent should attempt to reduce him to that position. His character and his interest alike prompt him to make his instructions as efficient and popular as possible. To interfere with him, and deprive him of his discretion as a Teacher, and then, as is often the case, to dismiss him for inefficiency, is to inflict on him a double wrong, and a double injury, and frequently injures the pupils themselves, and all parties

concerned. While a person is employed as a Teacher, it is essential, both to his character and success, that he, and not others, should be the Teacher of the School. It is, nevertheless, the duty of the Trustees to see that the School is conducted according to the regulations provided by law.

3. It is, therefore, important that Trustees should select a competent Teacher. *The best Teacher is always the cheapest.* He teaches most, and inculcates the best habits of learning and mental development, in a given time; and time and proper habits are worth more than money, both to pupils and their parents. Trustees who pay a teacher fairly and punctually, and treat him properly, will seldom want a good Teacher. To employ an incompetent person, because he offers his incompetent services for a small sum—though at a higher rate than a competent person—is to waste money, and mock and injure the youth of the neighbourhood. The *National Board of Education in Ireland* remark:—

“A Teacher should be a person of Christian sentiment, of calm temper, and discretion; he should be imbued with the spirit of peace, of obedience to the law, and of loyalty to his Sovereign; he should not only possess the art of communicating knowledge, but be capable of moulding the mind of youth, and of giving to the power, which education confers, a useful direction. These are the qualities for which Patrons of Schools, when making a choice of a Teacher, should anxiously look.”

4. Trustees will, also, find it the best economy to have a comfortable School House, kept comfortable and properly furnished. It is as difficult for pupils to learn, as it is for the Master to teach, in an unfurnished and comfortless School House.

5. In the selection of Books to be used in the School, the Trustees should see that but *one* series of Reading Books, *one* Arithmetic, or one for the beginners and another for the more advanced pupils, *one* Geography, &c., should be used in any *one* School, in order that the Scholars may be classified in the several branches which they are studying. Heterogeneous School Books (however good each may be in itself, like each of several odd coach wheels, render classification impossible, increase the labours and waste the time of the Teacher, and retard the progress of the pupils. Both the Teacher and Pupils labour at, perhaps, not less than a hundred per cent. disadvantage, when they are compelled to use books which are as various as the scholar's names. The series of Readers and other School Books published by the National Board of Education in Ireland, and recommended by the Canadian Board, are doubtless the best, and will be the cheapest series of Canadian School Books sold in Canada, as may be seen by referring to the list of prices in the Appendix to these Forms and Regulations.

6. For further duties of Trustees, see the *Remarks* in the several sections of Chap. III of these Forms and Regulations. The Trustees should, also, see that their School is furnished with a *Visitors' Book*, in which the remarks of Visitors may be entered.

SECTION 3. Duties of Teachers of Common Schools.

The 23rd section of the Common School Act prescribes the general duties of Teachers, and the discipline to be maintained by them, according to the regulations and forms which shall be prepared by the Superintendent of Schools.

The following practical directions and rules for Teachers are substantially adopted from those of the National Board of Education in Ireland:—

1. To receive courteously the Visitors appointed by Law, and to afford them every facility for inspecting the Books used, and examining into the state of Schools as prescribed by law; to have the *Visitors' Book* open, that the Visitors may, if they choose, enter remarks in it. Such remarks as may be made, the Teacher is by no means to alter or erase, but to lay them before the District Superintendent, who is authorised to transmit copies of such of them as he may deem of sufficient importance to the Chief Superintendent of Schools.

2. To keep the Register and Class-Rolls accurately and neatly, according to the prescribed forms.

3. To classify the children according to the National Books, where they are used; to study those books themselves; and to teach according to the approved method recommended in their prefaces.

4. To observe themselves, and to impress on the minds of the pupils, the great rule of regularity and order—A TIME AND A PLACE FOR EVERY THING, AND EVERY THING IN ITS PROPER TIME AND PLACE.

5. To promote, both by precept and example, CLEANLINESS, NEATNESS, and DECENCY. To effect this, the Teacher should set an example of cleanliness and neatness in their own persons, and in the state and general appearance of their Schools. They should, also, satisfy themselves, by personal inspection every morning, that the children have had their hands and faces washed, their hair combed, and clothes cleaned, and, when necessary, mended. The School apartments, too, should be swept and dusted every evening; and whitewashed, at least, once a-year.

6. To pay the strictest attention to the morals and general conduct of their pupils, and to omit no opportunity of inculcating the principles of TRUTH and HONESTY; the duties of respect to superiors, and obedience to all persons placed in authority over them.

7. To evince a regard for the improvement and general welfare of their Pupils, to treat them with kindness combined with firmness; and to aim at governing them by their affections and reason, rather than by harshness and severity.

8. To cultivate kindly and affectionate feelings among their Pupils; to discountenance quarrelling, cruelty to animals, and every approach to vice.

N.B.—The classification of the children (referred to in the third rule) applies to all schools, whatever books may be used. But the National Readers, as well as other Books of the National Board in Ireland, afford peculiar facilities for doing so, as the Readers are numbered 1, 2, 3, 4, and 5, and are formed upon the *progressive principle*—that is, each lesson made

a little more difficult than the preceding one, (the one rising above another, like the steps of a stairs). It will be necessary to divide each class into divisions to correspond with the progress and proficiency of the children. For instance, the first division of the first class-book will be learning the *Alphabet*; the second *Monosyllables*; and so on." The *Intellectual System of Education* is the method inculcated in the Prefaces of those excellent Books, while the Books themselves are so much superior to the common class of books, and contain so much information on subjects seldom brought within the reach of the mass of the people, that they form a sort of library themselves, and require careful and diligent study, on the part of the best Teachers, in order to teach them *intellectually* to others.

SECTION 4. Duties of School Visitors.

1. All Clergymen recognized by law, all Magistrates, and District Councillors are School Visitors, and their duties are clearly pointed out in the 15th and 16th sections of the Common School Act.

2. It is, however, recommended to Visitors, in no instance to speak disparagingly of the instructions or management of the Teacher in the presence of the Pupils; but if they think any advice necessary, to give it privately; and to report to the District Superintendent anything which they shall think important to the interests of any School visited by them. The Law recommends the Visitors "*especially to attend the Quarterly Examinations of Schools.*"

3. The District Superintendents are School Visitors, by virtue of their office, and their comprehensive duties, as such, are stated with sufficient minuteness in the 4th division of the 13th section of the School Act. While each District Superintendent makes the careful inquiries and examinations required by law, and gives privately to the Teacher and Trustees such advice as he may deem expedient, and such counsel and encouragement to the Pupils, as circumstances may suggest, he will, as the Irish National Board direct each local Superintendent, "exhibit a courteous and conciliatory conduct towards all persons with whom he is to communicate, and pursue such a line of conduct as will tend to uphold the just influence and authority, both of Managers and Teachers."

4. Too strong a recommendation cannot be given to the establishment of Circulating Libraries in the various Districts, and Townships, and School Sections. A District Association, with an auxiliary in each Township, and a Branch in each School Section, might, by means of a comparatively small sum, supply popular and useful reading for the young people of a whole District. It is submitted to the serious attention of all School Visitors, as well as Trustees, and other friends of the diffusion of useful knowledge.

N. B.—There is nothing in the law against Visitors being elected Trustees; and the same person may often serve most usefully both as a Trustee and a Visitor—filling the latter office *ex-officio*, and the former by the choice of his neighbours.

SECTION 5. Appeals to the Chief Superintendent.

1. All parties concerned in the operation of the Common School Act have the right of appeal to the Superintendent of Schools; and he is authorised to decide on such questions as interested parties may think proper to refer to him. But for the ends of justice—to prevent delay, and to save expense, it will be necessary for any party thus appealing to the Superintendent: 1. To furnish the party against whom they may appeal, with a correct copy of their communication to the Superintendent, in order that the opposite party may have an opportunity of transmitting, also, any explanation or answer that such party may judge expedient. 2. To state expressly, in the appeal to the Superintendent, that the opposite party has thus been notified of it. It must not be supposed that the Superintendent will decide, or form an opinion, on any point affecting different parties, without hearing both sides—whatever delay may at any time be occasioned in order to secure such a hearing.

2. The foregoing directions do not, of course, refer to communications asking for advice on doubtful points, or prudential measures of a local or general character.

SEC. 6. Constitution and Government of Schools in respect to Religious Instruction.

1. As Christianity is the basis of our whole system of Elementary Education, that principle should pervade it throughout. Where it cannot be carried out in mixed Schools to the satisfaction of both Roman Catholics and Protestants, the Law provides for the establishment of separate Schools. And the Common School Act, securing individual liberty, as well as recognizing Christianity, provides, "That in any Model or Common School establishment under this Act, no child shall be required to read or study in or from any religious book, or to join in any exercise of devotion or religion, which shall be objected to by his or her parents or guardians." With this limitation, the peculiar religious exercises of each School must be a matter of understanding between the Teacher and his employers. This must be the case in regard both to separate and mixed Schools.

2. In Schools which are composed both of Roman Catholic and Protestant Children, the Commissioners of National Education in Ireland have made the following regulations, which are worthy of imitation wherever desired and practicable in Canada:—

"One day in each week, or a part of a day, (Independently of Sunday,) is to be set apart for the religious instruction of the children, on which day such pastors or other persons as are approved of

by the parents and guardians of the children, shall have access to them for that purpose." "The Managers of Schools are also expected to afford convenient opportunity and facility for the same purpose on other days of the week. But where any course of religious instruction is pursued in a School during school hours, to which the parents of any of the children attending it object, the Managers are to make an arrangement for having it given to those who are to receive it at a stated time or times, and in a separate place; so that no children, whose parents or guardians object to their being so, shall be present at it."

The Commissioners of National Education in Ireland also observe in their Second Report, that—

"In the National Schools the importance of religion is constantly impressed upon the minds of the children, through the works calculated to promote good principles and fill the heart with love for religion, but which are so compiled as not to clash with the doctrines of any particular class of Christians. The children are thus prepared for those more strict religious exercises, which it is the peculiar province of the ministers of religion to superintend or direct, and for which stated times are set apart in each School, so that each class of Christians may thus receive, separately, such religious instruction, and from such persons as their parents or pastors may approve or appoint."

The Commissioners further explain the right of local Trustees or Patrons on this point:

"The Patrons of the several Schools have a right of appointing such religious instruction as they may think proper to be given therein; provided that each School shall be open to all religious communions; that due regard be had to parental right and authority; that accordingly, no child be compelled to receive or be present at any religious instruction to which his or her parents or guardians may object; and that the time for giving it be fixed that no child shall, in effect be excluded directly or indirectly from the other advantages which the School affords. Subject to this, religious instruction may be given either during the fixed school-hours or otherwise."

3. The foregoing quotations [which might be greatly extended] from the Irish Commissioners' Reports are made, because their system may be considered as the basis of the Canadian System—their books having been adopted and their methods of instruction being about to be introduced in the Provincial Normal School. That system is Christian, but not sectarian; secures individual right and denominational privileges, and is founded upon revealed truth.

4. For a more detailed exposition of this important subject, all parties concerned are referred to the "*Report on a System of Public Elementary Instruction for Upper Canada.*"

PROVINCIAL NORMAL SCHOOL.—The Winter Session commenced on Wednesday, the 15th instant. The number of Students admitted exceeds one hundred, besides eighteen who have been reluctantly rejected for want of the proper qualifications.

ACKNOWLEDGMENTS—To 24th of November, inclusive.

Rem. from Rev. L. Taylor; Mr. Wm. Crinklaw; Col. Alex. Chisholm; Rev. W. H. Poole, 2, rem. and subs.; Rev. P. Jones, rem. and subs.; Supt. Niagara District, rem. and subs.

N. B.—Back numbers supplied to all new Subscribers.

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FOR

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C I R C U L A R

Addressed by the Chief Superintendent to each of the several District Superintendents of Common Schools in Upper Canada, relative to the local School Reports for the year 1848.

EDUCATION OFFICE, Toronto, Dec. 15th, 1848.

SIR:

Several weeks since I transmitted to you blank School Reports for the current year for all the Trustees of Common Schools in your District. Though it is not the required duty of this Office to do more than prepare a general form for such reports, I have thought it advisable to do the same this year as last—furnish a copy of such form for each corporation of Trustees throughout the Province. I have also appended to each of those forms directions for filling them up, and have made the headings of the several columns so plain, by the introduction of explanatory words, that Trustees will not, I hope, be at a loss or liable to mistake in filling them up this year, as was said to have been the case in some instances last year. I take it for granted that you have duly distributed these blank reports to the several Trustee corporations of your District, with the requisite directions for their return to you early in January, correctly and properly filled up.

In addition to these blank reports for Trustees, I have prepared and transmitted a *blank District* Report for yourself—the paper selected and ruled for the purpose—the printed headings attached to the sheets, and the several sheets joined together, and arranged in the form most convenient for you to fill up. It only remains for me to offer some suggestions in respect to your own Report for the current year; for in consequence of omissions and defects in the District Superintendents' Reports of last year, upwards of three months additional labour for one person was thrown upon this Office. The columns of only four of last year's local Reports were added up at all; and only two of them contained abstracts of the Reports of the several Townships mentioned; and only a few of them presented any general review or summary observations on the real or comparative state of the schools in the respective Districts. Nevertheless, the District Reports of last year were more accurate, and vastly more comprehensive than those of any preceding year; and I regret

that the Provincial Report for last year cannot be printed previous to the meeting of the Legislature, before which it must be laid—as that Report exhibits the progress which has been made in the several departments of the Common School System, the great value of the various new school statistics which have been furnished in the last Reports of the District Superintendents, and the great importance of complete school statistics from the several Districts.

1. The first suggestion I desire to make relates to *filling up all the columns referring to each school*. For instance, in some cases where there may not be reported to the District Superintendent the exact length of time a school may have been kept open, or the exact number of pupils attending the school, he should not leave the column blank, but set down what he thinks is correct, with a remark to that effect. All such omissions reduce, or prevent getting anything like the correct *average* for the whole Township or District relative to the number of pupils attending the schools, or the time that schools are kept open. The same remark applies to omissions on any other subjects embraced in the reports. The District Superintendents, from their own local knowledge, and the experience and reports of past years, can approximate the truth respecting such items as may, in some cases be omitted in Trustees reports. *Attention to this suggestion on the part of both Trustees and District Superintendents, lies at the foundation of full and complete statistical school returns for Upper Canada.*

2. My second suggestion is, that the returns for each *Township* should be accurately added up, the total under each head set down, except in those columns which require the *average* attendance of pupils and the average salaries of Teachers to be given; which averages should also in all cases be inserted.

3. The third suggestion is, that an *abstract* of the reports for the *several Townships* be made at the bottom of *each* sheet, under the several heads contained in such sheet; and then an *average* under the several heads for the *whole District*.

4. I beg also to suggest, that the *number* and *salaries* of *male* and *female* Teachers in each Township be distinctly stated, and the *average* salaries of each, (whether with or without board,) be given; and then the *average* salaries of each class for the whole District. The religious faith of the Teachers should also be stated, as directed in the Book of Forms and Regulations, and provided for also in the Trustees' blank Reports.

5. In respect to the *money* columns of your Report, in that under the head, "Amount received from the Chief-Superintendent," should be set down what you *apportioned* to a School Section from the *Legislative Grant*, and not what you may have *paid* to such Section out of said Grant; and under the head, "Amount assessed by the Municipal Council," should be set down what you have *apportioned* to such Section from the Council Assessment of the School Fund, and not what you may have *paid* such Section from that source. The column headed, "Amount received from other sources," should specially include what may have been apportioned (if any) to each Section from previous years' balances of the School Fund. The column headed, "Balance still unappropriated," should embrace the balances available *from all sources* (including Rate-bill, &c.,) and not merely the balance of the School Fund

which may be in the hands of the District Superintendent. The amount of this latter balance will be shown by the District Council Auditors' Report, which should accompany the Annual Report of the District Superintendent. I may also add, that the items which are contained in the two or three columns of the Trustees' Reports, for which there are no corresponding columns in the blank reports for District Superintendents, can be inserted in the columns (by erasing the present and inserting the headings required) of the sheet devoted to District Model Schools—as there are but two such in Upper Canada.

6. Very little definite information was furnished by the local School Reports for last year, relative to the condition and character of *School-houses*. I observe from semi-annual reports which have been laid before the Brock and Bathurst District Councils, at their late Session, that this subject has engaged the special attention of the excellent School Superintendents of those Districts, and that their reports, faithfully pointing out the defects in this and other departments of their Common Schools, and containing many valuable suggestions for their improvement, are being printed and circulated under the auspices of the Councils. Should a similar course be adopted by the Superintendents and Councils of other Districts, immense benefit would result to our Common Schools generally. I hope you will furnish as definite and full information as you can in your next Annual Report on the condition of the School-houses in your District.

7. It is important to embody all the information you can obtain as to the number and character of private and Grammar Schools and other seminaries of learning, and public libraries of different kinds in your District; as also a view of the general state of the Common Schools, and the sentiments and feelings of the people on the subject of Education, as compared with preceding years. An intimate and thorough elucidation of the educational state of a country, together with the result of any means which may have been employed for its amelioration, is a most important step towards its further advancement.

8. I need scarcely observe how much perplexity and trouble are occasioned by any oversight or inaccuracy in local statistical reports; and while I have provided you with the necessary blanks, carefully prepared and arranged, I feel confident that no efforts will be wanting on your part to render your report as correct and complete as possible. I have only to add, that as I desire to prepare the Provincial Report of Common Schools for the current year before the close of the ensuing Session of the Legislature, I have to request that you will transmit your report by the first of next March at the latest, and as much earlier as possible. If all the School Assessments are not collected before that time, let them be reported so; but I hope you will not delay the transmission of your School report for the current year later than the first of March.

I have the honour to be,

Sir, your obedient Servant,

E. RYERSON.

*The Superintendent of
Common Schools for the
..... District.*

COST OF IGNORANCE—VALUE OF EDUCATION.

"You will confer the greatest benefit on your city," says Epictetus, "not by raising the roofs, but by exalting the souls of your fellow-citizens; for it is better that great souls should live in small habitations, than that abject slaves should burrow in great houses."

I can conceive of no more degrading position for a human being to occupy, than that of independence in fortune and poverty of mind. An individual thus conditioned, is little above the mere animal; he has means for reaching the highest intellectual and spiritual attainments, and yet he is indifferent with regard to his mental advancement. He has houses and lands, rich liveries and costly adornings to attract the gaze of his fellows and tempt their admiration; he is courted and flattered by an ignorant world, and he feels himself great in his littleness. He little dreams that mind is the characteristic of man, and that a human being is only man in proportion to the development of this mind, the high conceptions formed of God and his stupendous Universe, and the happiness enjoyed in consequence of mental cultivation and patient study. We call the culprit degraded; but the rich man who lives in splendid ignorance is no more so, because he has the means of ennobling himself, but applies them not; and moreover, the vanities that encompass him, are destructive in their influence upon his fellow-men. His household is not a "household of faith," nor yet of inquiry, looking forward to a brighter destiny for Humanity, and upward to the Good and the Perfect. Has he a son or a daughter? Instead of being found in the library, reading the thoughts of the great, thinking of the wonderful things that fill heaven and earth, and enjoying that sweet communion of pure and cultivated minds, the one is generally found wasting both soul and body in folly, luxury and extravagance, and the other is occupying a large portion of her time in arranging her toilet, to attract the attention of the foolish. Some of the wealthy, though ignorant, have, notwithstanding, some conceptions of the dignity of human nature, and are solicitous for the intellectual and moral elevation of their children. But the mass who have the means of suitably disciplining their offspring, have no higher estimation of education than as a kind of highway to aristocracy or wealth. They educate them according to the business they are to pursue, not to make them great or good. Accordingly, money, in their view, is wasted, when expended in the good education of a farmer or mechanic. Such ought to be reminded of the reply of Aristippus to a father who wished him to educate his son, but complained of the price demanded, which was fifty drachmas. "Fifty drachmas!" exclaimed the father, "why that's enough to purchase a slave." "Indeed!" replied Aristippus, "buy him, then, and you will have two."

Ignorance, though not without price, is yet the most costly thing we have. It costs vastly more to support an ignorant than an educated people; so that in the matter of pecuniary economy alone, money invested in education is profitable stock. How shall we estimate the cost of ignorance? This requires a general survey of society. We may state some of the items of expenditure on account of ignorance, thus:

1. The expense of Law. This includes all the money paid to the Legal Profession, and in support of all our courts of justice. Every one can form some estimate of the amount of money which annually passes through the

hands of the courts. We may safely say, that in the aggregate, the costs of litigation amount to one half of the value of all property and money made the subject of dispute. May we not also safely say, that these costs are abundantly sufficient to pay the expense of the good education of every son and daughter in the land, provided our school system was properly organized?

But, is the question asked, how is education to save all this expense? The answer is readily made; it will tend to place the people on a moral and intellectual eminence, where honesty and fair dealing will prevail, and where each will be magnanimous in his intercourse with his neighbor. To do this, education must be of that elevated kind which looks above all motives except that of progress in goodness and wisdom. It must not be prostituted to selfish purposes. The constant prayer of every one in the pursuit of knowledge, should be for the true development of his manhood, the unfolding of his intellectual and spiritual nature, that he may occupy the lofty position for which God adapted the immortal mind. He who is educated thus, cannot fail to attain that moral purity which will place him above all dishonest and dishonorable actions.

It is true that many who are called well educated, are avaricious, fraudulent, and injurious members of society. But these are not well educated. The whole mind has not been harmoniously developed. Perhaps the intellect is disciplined, but the moral faculties are not. If they are men of science, and are not truly great, they have studied the works of God to little purpose. They have examined the externals of natural objects, but have neglected the internals. They have studied the materiality of objects, but have passed by in silent neglect the most important of all—their spirituality. For there is a meaning, and a powerful meaning, in every natural object, from the minutest atom, to the most sublime manifestation of Divine power; and this meaning is spiritual—religious—leading the mind of the student up toward the God of the Universe, and the investing Him with infinite perfection in all his attributes. The true scholar finds that the more he purifies his moral nature, the truer and more enlivening are his conceptions of the Creator, of the relations which humanity sustains to Him, and of the beauty and sublimity of His works. Here, then, is a kind of education which rises above all the sectarian restraints for which the bigoted are quarreling, that gives expansion to the spirit, religion to the soul, and a constantly progressive elevation to the whole mind.

Again, the enormous expense of law, is the consequence of the vicious character of the people. Reform this character, and the expense is avoided. A true education must inevitably work this reform. If many whose intellects are disciplined, but whose moral faculties are neglected, are vicious, what must be the character of those whose whole mind is neglected? Many individuals whose education has disciplined their thoughts alone, are morally upright, because of the native strength of the moral faculties which are ever ready to prompt in the path of rectitude which the intellect points out. But multitudes act contrary to the highest good of themselves and the world, because of the inability of their reasoning faculties to demonstrate the right and point the way. How often do we hear the apology, "I did not think." Most of our criminal and vicious men do not think—are not aware of the real consequences of their misconduct. They do not understand vice and folly to be destructive of their own highest good. The poet understood this philosophy when he put into the mouth of an unfortunate being—

"Alas ! it never was in my soul
To play so ill a part !
But evil is wrought by want of thought,
As well as want of heart."

If, then, we would make the people moral, and save the expense of law, we must not only have a correct and thorough educational system, but all must be brought within the reach of its advantages. Give the people the moral character which will make them despise all wrong, and be as mindful of the interests of their fellows as they are for their own, and all our courts will be rendered useless, and the large, respectable and talented class of lawyers can turn their attention to more congenial and useful pursuits.

Man is subject to law—mentally and physically. One of the laws of progress. Constant development is the duty and destiny of man. If he obey this law, his pathway of life will be pleasant, and he will feel a constant increase of purity and joy. But if he disobey it, the penalty, which is vice and unhappiness, will surely punish the disobedience. The world of man is weighed down by this violation of law, and the sooner the human family return to duty the sooner will humanity be regenerated.

The administration of civil law and the legal profession, are founded on violations of natural law. The people will lie, cheat, steal and otherwise maltreat one another, and they must pay the expenses of their own punishment.

2. The cost of ignorance is seen, secondly, in the enormous expenditures consequent upon disease.

Who will say that a man is doomed by nature to endure the pangs of sickness and the constant torture of ruined health ? Can such a requisition be reconciled with that boundless benevolence seen in every object of the material world ? Has God created the fowls of the air, clothed them with beautiful attire, filled their throats with the sweetest melody, and given them a constant fullness of joy while he has doomed man, the most wonderful and glorious manifestation of His creative energy, to pain and intolerable suffering ? It cannot be—and those who otherwise conclude, can have but a faint conception of the character of the Most High. Has He spread out upon the earth the most inspiring scenery, clothed the plains and hills with glowing verdure, bearing upon a thousand branches the most delicious fruits, and planted all about us flowers of splendid hues which are all eminently calculated to minister to comfort and pleasure, and yet by sending poison through our veins, and racking our bodies with anguish, made them all but manifestations of his mockery and cruelty ? The fruit hangs before our lips, and the diseased body is unfit to receive it ; the flowers are spread out in gorgeous beauty before us, but the broken spirit is unable to enjoy them ; mirth and pleasure seem to abound about us, but our pains prevent our participation in the general joyance. No, no—God Omnipotent and All-benevolent is not the author of our troubles. We have called down all our woes upon our heads. We have violated the laws of our being, and sickness, deformity and vice are the terrible penalties. Our ignorance of the laws of nature and the deplorable consequences of their violation, has involved us in most of the expense of the medical profession. We move along in ignorance and recklessness as long as the body can support our abuses, and then we call in the physician to mend our disor-

dered systems and restore us to health. Ah ! folly of follies ! to remain in ignorance, shut out from the inner sanctuary of intellectual delight, pursuing that which satisfieth not and is a canker to the body, when, did we pursue our calling, the study of ourselves, and the universe of God, we should illuminate our pathway of life and live in a paradise of pleasure !

How much, we ask, would the numerous fees we pay to these physicians do toward giving to every one that mental development which his dignity and happiness demand ! Many books have been written on economy ; but a book is needed on the economy of education, a book that will arouse the world from its stupidity and lethargy on this subject and make man appreciate himself as the son of the Eternal God.

3. The cost of ignorance is seen in the crimes and vices that fill the land.

All our penitentiaries, jails, asylums and poor houses, are standing witnesses of the profligacy and expense of ignorance. None will deny this who believe that God did not ordain crime, insanity and poverty as the unavoidable afflictions of a portion of his children. For, if he did not decree their existence in spite of all that man can do, they must have come upon us in consequence of wrong action ; but if he did decree them, man is not blameable for the most outrageous crimes that ever disturbed the quiet of man. No one will dare adopt this absurdity ; consequently we must all agree that these evils are upon us as penalties for violations of law. Seeing that this is the fact, is it not astonishing that man should bring distress upon himself ? No person should put his hand in the fire ; why ? because he knows the result of such an act, and dreads the pain. But he is daily doing that which is as destructive to his happiness ; why ? because he is ignorant of the result, and he is not aware of the pangs that will certainly rack his body. Ignorance therefore, is the cause of all our afflictions, and to escape them we must be educated. Seeing, then, that the acquisition of knowledge and mental and physical development constitute the true business of their lives, on which hangs our highest good, is it not a matter of amazement that so little effort is put forth by the people to properly educate the rising generation ? If Education were properly appreciated, it would be the great theme of conversation among the people. Neither the Magnetic Telegraph nor any work of human genius or power would ever occasion so much general interest as the question, how shall your youth be instructed. But as it is, few who feel the importance of the subject, attempt to force it upon the attention of the people, and they complain of their importunities and cowardly shrink from the attempt to promote universal emancipation from ignorance, wrong and unhappiness.

4. The cost of ignorance is also seen in the many modes in which money is expended for that which absolutely injures us, or at least does us no good.

For argument on this point, we refer to the coffee-houses and dram-shops that fill our cities and country. The excessive use of intoxicating drinks, not only blasts all our happiness and distresses those dependent upon us, but a moderate indulgence even is positively injurious. It sends throughout the system an unnatural heat and disturbs that equilibrium of feeling which is essential to health, happiness and long life. What we want, to banish this pernicious indulgence and save the enormous expenditures it occasions, is, a more elevated consciousness—a higher moral tone. The person of the purest

virtue would no more use that which either injures, or benefits him not, than he would defraud his neighbor, or stain his hands with crime. He knows he has no right to injure himself, to mar in the least, the glorious image in which he was created, and consequently he would religiously abstain from every act that would tend to this result. Neither would he expend his money for that which is useless, though he were as rich as Ctesus, because he mourns over the evils that afflict the world, and to their removal would he studiously apply his means. He would revolt at the thought of wasting money, whilst by a judicious application, it would alleviate the sorrows of a single individual.

But how can this exalted virtue be attained? Do you not admit the race to be susceptible of it? Has not every man the necessary faculties which, by development would thus elevate him? He has, the Christian must admit, else he would not be held accountable—he has, the atheist, even, will admit, upon scrutinizing the conduct of even the basest being that exists.

May not, then, all the expense of which we speak be justly chargeable to ignorance? Besides, there are many other ways in which money is uselessly expended that the reader can readily suggest to himself. How far would the cost of indulging our unnatural appetites and perverted passions go toward properly educating every child in the land? If there were morality enough in the world all this expenditure would be saved, and our surplus means devoted to the education and redemption of the race. But as these people now are, it is more agreeable to injure themselves, (ignorantly it may be,) than to unite in working a great good. Man in his moral debasement prefers destroying his own happiness rather than minister to that of another. We have thus glanced at some of the items of expenditure, in which our ignorance involves us. Is it not evident that it costs vastly more to support the ignorance of the people, than to give every son and daughter of the rising generation a thorough mental culture? Does not economy suggest much improvement in our practice in relation to this matter?

But all the deplorable consequences of deficient mental discipline, cannot be estimated in a pecuniary point of view alone. The loss to our pocket is a trifle—is nothing, compared with the eternal loss to our minds, our characters, our happiness.

We speak now to those who believe they have a deathless existence. You believe your spirits are destined to an eternity of life and happiness. Have you ever considered upon what your happiness in another world will depend? Do you, who possess a comfortable morality and care little about your intellectual and spiritual elevation, expect to realize that joy and occupy that sublime position which will be attained by the greatest minds of the age? * * *

* * * A sounder religious philosophy represents the future life as a life of eternal progress for every soul, and assigns to every one, after death, a rank according to his greatness and goodness. This philosophy tells him that every wrong act, whether ignorantly performed or not, is an eternal wrong to his soul, the consequences of which cannot by an effort be avoided; that every neglect of improvement is attended by an eternal diminution of happiness; that no reform can atone for the past, but all it can do is to turn us about and guard our conduct for the future. This will be endorsed by every one who concedes that vice is hurtful to the mind, and the exercise of virtue is beneficial. Simple neglect of our spiritual nature during a year, places it

forever as far below the position it would occupy as the proper improvement of that year would have advanced it. If, instead of neglect, a year of wickedness be pursued, the mind is contracted—debased, and will enjoy through all eternity as much less than it would, as the year's disobedience diminished its capacity, and the year's neglect restrained its development.

It is, therefore, no trifling matter, for a human soul to be left in ignorance, for eternal interests are at stake. Our future position does not depend wholly upon the purity of our virtue; but with this, it depends upon the extent of our acquirements and the power of our minds. The practice of virtue has the same relation to our moral sentiments, as scientific investigations bear to our intellectual powers; both serve to increase mental power, that which raises us in the spiritual world.—*Herald of Truth.*

From the Teacher Taught.

MORAL EDUCATION—ITS IMPORTANCE—THE BIBLE.

PLATO, in his writings, teaches that the end of education and of the instruction of youth is to make them better; not simply more intellectual, but more moral. He says of Pericles, he "filled Athens with temples, theatres, statues, and public buildings; beautified it with the most famous monuments, and set it off with ornaments of gold; but can any one name the man, native or foreigner, old or young, that he made wiser or better?" From the time of Pericles, the Athenians began to degenerate; they became idle, effeminate, babblers, and busy-bodies, fond of extravagance and vain superfluity.

Education, in the common and popular sense, is limited to the cultivation of the intellect, and to an acquaintance with the elements of useful knowledge. One is said to be well educated who has been accurately taught the rudiments of what is called learning. Let it be remembered, that he is not in the true sense educated who is not made wiser and better.

Man has not only an intellect, but a heart; not only reason and judgment, but passions. In childhood and youth, the emotions are strongest; the faculties of the understanding are not developed until a later period. In the infant, the lowest active emotion, such as a desire for food, is first developed; at a later period the passive emotions, as fear, love, anger, &c., begin to be developed. Every thing around children is calculated to call forth and exercise the passions. We do not find it necessary to strengthen them; the great thing is to guard, control, or direct them properly; they must be curbed, and brought under the dominion of the understanding, the faculties of which would unfold more slowly. Education has something to do with the heart as well as the head.

In educating the understanding, we teach children the principles of science, both the theoretical and practical; but what shall we teach children in order to elevate the tone of their moral feelings, and qualify them to act well their part in the various relations of life? A knowledge of geography, arithmetic, and philosophy, will not make children more honest, nor more fond of truth. Every day's experience gives proof of this. The fraternity of forgers,

swindlers, and cheats, so numerous and formidable, consists for the most part of those whose intellects have been cultivated by science; but their moral education having been neglected, their learning is a curse to them and all about them. What book shall be used as a text-book by those who would give moral instruction? I answer, the Bible is the Book that must be used for this purpose. A high tone of morals cannot be expected in any community from which the Bible is excluded. The principles inculcated in this book, coming, as they do, from "Him in whom we live, and move, and have our being," and being enforced, as they are, by such powerful motives, cannot be taught without producing some beneficial results. The truths contained in this book, God has directed us to communicate to children. "Thou shalt teach them diligently unto thy children, and shalt talk of them when thou sittest in thy house, and when thou walkest by the way, and when thou liest down, and when thou risest up." (Deut. vi. 7.) Children are to be brought up "in the nurture and admonition of the Lord," i. e., they are to be brought up "in the instruction and information of the Lord," in a knowledge of the Scriptures. All men are required to search the Scriptures, to adopt them as the rule of life. If it be asked, "How shall a young man (a youth) cleanse his way?" the answer is, "By giving heed thereto according to thy word." If God designed the Bible to be a light to the feet, and a lamp to the path of children, then we have no right to withhold it from them. It has been the text-book of morals to the children and youth of New England, from the beginning, and it has been like salt, preserving the people from corruption. Its principles, wherever faithfully inculcated, have produced internal quietness, sweetened all the relations of social and domestic life, imparted moral courage for the discharge of difficult duties, smoothed the pillow of the sick and dying, and thrown a light upon the darkness of the grave.

All who have read this volume with diligence and care, I have no doubt, are fully convinced that its influence upon the moral condition of the community is highly beneficial. Boyle, an English philosopher of the sixteenth century, testified that "the Bible is a matchless volume, which it is impossible to study too much, or to prize too highly." Sir Isaac Newton said, "We account the Scriptures the most sublime philosophy." Sir Christopher Hutton, an eminent statesman, advised his friends to study the Bible seriously; for, said he, "it is deservedly accounted a piece of excellent knowledge to understand the laws of the land and the customs of a man's country; how much more to know the statutes of Heaven and the laws of eternity, those eternal and immutable laws of righteousness!"

It is easy to collect testimonies in favour of the study of the Bible. Not only philosophers and statesmen, but judges, poets, orators, and indeed men in all ranks of life, have found it an antidote for moral evil. Lord Byron recommends the Bible in the following lines:—

"Within this awful volume lies
The mystery of mysteries;
O! happy they, of human race,
To whom our God has given grace
To hear, to read, to fear, and pray.

* * * * *

But better had they ne'er been born
Who read to doubt, or read to scorn."

The Bible is the book from which those lessons of moral instruction are to be derived, with which the minds of children and youth ought very early to be imbued.

Some perhaps may say, that school-teachers are hired to teach the elements of human sciences. It is true, but this is not all; correct moral principles must be inculcated in the Common School; for a portion of the children, in almost every school district, will grow up under the influence of *immoral* instruction, if they do not receive it from the school-teacher. Their parents will not teach them, and they seldom if ever attend a Sabbath school; unless, therefore, moral and religious instruction be made to bear upon them in these nurseries for training the young, they will be nuisances to society. The State very wisely directs the Teachers of Common Schools, "to exert their best endeavors to impress on the minds of children and youth, committed to their care and instruction, the principles of piety, justice, and a sacred regard to truth; love to their country, humanity, and universal benevolence; sobriety, industry, and frugality; chastity, moderation, and temperance; and those other virtues which are the ornament of human society, and the basis upon which a free constitution is founded; and it shall be the duty of such instructors to endeavor to lead their pupils, as their ages and capacities will admit, into a clear understanding of the tendency of the above-mentioned virtues, to preserve and perfect our free constitution, and secure the blessings of liberty, as well as to promote their future happiness, and also to point out to them the evil tendency of the opposite vices."

I am aware that there is a great diversity of opinion in regard to the manner in which the Bible ought to be used. Some would use it as a reading book; but others think that to use it for a common and secular purpose will destroy, or rather prevent, the formation of those sacred associations that ought to cluster around the Bible. I confess myself to be of this number. I think it should not be considered as a book in which the child is to be drilled in emphasis, cadence, inflection, and pauses. I would have children read from it once a-day, but I would endeavor to impress upon their minds, that it is a more important book than the one in which they usually read; that God is its author; that He requires all to be doers of his word, as well as hearers or readers, and that we "shall be judged out of those things written" in the book.

A school-teacher of a former generation mentions the following method of using the Bible in school:—Two or three times in a-week, he told his pupils to study hard thirty minutes, and then they might lay down their books and he would tell them a story. He always selected a story from the Bible, and related it in a familiar, but serious and dignified style. When he had finished, he would ask the scholars if any of them recollected to have ever heard or read the story. Sometimes a scholar would recognise it, and sometimes not. They were then told to turn to a certain chapter and verse, and read the story for themselves. By this means a very great desire was awakened among the children to read the Bible *through*. At the close of his school one winter, he found that several children had begun to read the Bible in course; some had gone almost half way through. Among the children that winter that

were most eager to read, were two or three from the family of a Deist, who was opposed to employing this man to instruct. At the close of the school the Deist voted to employ him a month or two longer, and proposed raising his wages five dollars per month, provided he would not stay without. He said he found the children *would learn*, and he was willing they should read the Bible, if the teacher would make good scholars of them.

Similar to this was the method adopted by another teacher, contemporary with the former. On Saturday he would tell the children some singular fact, and request them to find the story, and read the chapter containing it on Monday, instead of the usual reading lesson. One object was, to induce the children to spend their Sabbaths in searching the Scriptures. It had the desired effect. His lessons were given out in this manner: "You may find the chapter that tells about the king whose eyes were put out;" or, the chapter that tells about the king's son who was lamed by the carelessness of his nurse;" or, "you may read about the captain who was cured in consequence of what a little captive girl told him of the ability of a prophet to heal him."

There is another method that has been adopted with very beneficial results. If a child is angry, or if any scholar exhibits a contentious spirit, let a class read on the occasion selections of Scripture touching that subject; or if any scholar tells lies, is disobedient to parents, or is indolent, or profane, or conducts in any way improperly, appeal to the law and testimony of God on the subject, and require the offender, or the class to which he belongs, to read an appropriate selection from the Bible. Selections should be made by the teacher at his leisure, and kept in readiness.

If the Bible is used somewhat in the manner now recommended, it will not fail to produce a beneficial effect upon the consciences, the passions, and upon the intellects of the rising generation. In schools where the Bible is used, and acknowledged as the standard of morality and religion, as containing the principles of *Common Law*, there will be more order and quietness; the children will be more easily governed, and will make greater proficiency in their studies. It seems that the human mind, while the powers of the intellect are unfolding and strengthening, need the influence of the Bible to curb the passions, and throw light upon the conscience. If facts prove the truth of this position, as I think they do, then the theories spun in the study of speculative philosophers, against the use of the Bible, fall at once. I know teachers, who, by the aid of moral power, by moral instruction and example, have succeeded well in promoting the intellectual improvement of the young, when it was plain that they had not *mental vigor* enough to sustain themselves.

What is true of schools is true of individuals; every man needs that influence which the Bible is fitted to produce, in order to give a proper balance to his mind, and to cast light upon the path of duty. Sir William Jones was in the constant habit of studying the sacred volume; Boërhavæ spent the first hour of each day in reading the Scriptures. It may be said of Milton, Locke, Matthew Hale, and many others distinguished for their scientific and literary attainments, that they were constant and delighted readers of the Bible.

It is pleasing to know that so many teachers are inclined to watch over the morals as well as the minds of children. It is a sound doctrine, that "the fear of the Lord is the beginning of knowledge." In order to derive the greatest possible benefit from such instruction, and that benefit without which

New England, and all the States in the Union, will sink in the scale of moral worth, parents must feel its importance more deeply. If they can teach them the Scriptures at home, still it is important, that he who informs the understanding, should at the same time attempt to improve the heart. If parents only preferred teachers who would educate the whole soul of a child, the emotions and affections, as well as the memory, reason, and imagination, and would signify that preference, teachers, I have no doubt, would qualify themselves for that department. As it is, they give moral instruction or not, as they please. I know a small town in this State that formerly furnished many school-teachers. Within twenty years, two of their teachers have been laid in a drunkard's grave, another has been put into the State's Prison, and two others have embraced infidel sentiments. Wo to the youth of New England, if such men are to be their teachers ?

Plutarch says, respecting the customs of the ancient Greeks, "It is our fashion to discuss whether virtuous habits and upright living can be *taught* : we also wonder that skilful orators, good architects, and navigators are so plenty, while *good men* are known only by report ; they are as rare as giants or Cyclops. We are taught to play on musical instruments, how to read, to put on clothes, and to prepare food ; but the object for which all this is done, to wit, *to live a good and useful life*, remains untaught." Is it not too true, that *how to live a good and useful life*, too often remains untaught in the Common School ? How few teachers, when asked what they do in their profession, can say, "I teach the children of my country to like that which is good ?"

From the N. Y. District School Journal.

TO MOTHERS—"WHO EDUCATES YOUR CHILDREN."

In the year 1800, Bonaparte met the accomplished Madame De Stæel, at Copet. She having requested a private audience, spoke to the first Consul of the powerful means afforded by his situation to provide for the happiness of France, and made an eloquent display of her own plans for the accomplishment of that object, which she was desirous to have that giant among great men adopt in his management of public affairs. He heard her patiently, until she had finished her speech, when he coolly asked, "Who educates your children, Madame ?"

What must have been the effect of that very significant question upon the mind of that great woman ! She had, in the opinion of the discerning First Consul, neglected the most important of all duties—the education of her children, to waste the energies of her gifted mind upon a fruitless effort to ameliorate the condition of France. Her objects were laudable, but the sacrifice was too great, and therefore she found the most severe rebuke in the question, "Who educates your children ?" We have no disposition to censure the course taken by that most accomplished lady, whose writings will ever live to adorn the literature of France. We wish merely to put the same question to every mother in the land, and request her serious consideration of its import. It was one that Madame De Stæel, the most learned and accom-

plished woman of her day, could not answer; she had neglected this first and most binding of all obligations, and consequently felt more deeply the sting of self-reproach which Bonaparte's question created. She neglected the education of her children that she might elevate her own position, and shine among the most eminent of French authors. But how is it with mothers in our country? Is it not often the case that the most trivial things upon which the human mind can rest, will interfere with the sublimest of all the duties imposed upon the mother—duties which affect her own happiness and that of her children—duties which, if well performed, will bring the richest reward to society, and confer inestimable blessings upon children and parents.

How often we are told when asking mothers to visit the school, that they have no time, by those who will waste hours in decorating their person to spend an evening at a party? How much time is worse than wasted at home, which should be devoted to the education of their children by those mothers who never inquire about the condition of the school, the character of the Teacher, or the appliances by which their sons and daughters are to be qualified for an honorable and useful career in life? To them we submit the question, "who educates your children?"

The same mother who can deny the child a necessary school book, or suitable reading matter at home and who can refuse to take a well conducted paper for the improvement of her family, will spend many times their cost for ribbons and gewgaws to meet the arbitrary and foolish demands of fashionable life, and plead the necessity of "keeping up appearances" for her gross perversion of the means God has given her to enrich the minds of those she loves. To such an one we say, when you stand before the glass arranging your useless ornaments, ponder well the question "*who educates your children?*" Cease to deny the proper means of improvement to your family—that you may consume their cost in doing homage to the shrine of fashion. There are thousands who pay the teacher most grudgingly and ask almost a gratuitous service at his hands, and yet lavish money most freely to gratify a senseless vanity. They act as if the body was of more value than the soul, and as if a pleasure party was worth more to society than a school.

The mother who can find more enjoyment in a dress-displaying, gossip-making assemblage than in the well-conducted school to which her children are sent for instruction, will feel, unless the God of this world has destroyed her sense of maternal obligations, no slight rebuke in the answer she gives to the question "who educates your children?"

Would you give a satisfactory answer to this question, go to the school and there learn what are the privileges it affords your children—become acquainted with the Teacher—sustain him by a generous and grateful sympathy, in discharging those duties you have delegated to him, and aid him by liberally providing for the educational wants of your children, and by faithfully devoting your time to their mental and moral improvement when out of school. Act upon common sense principles in this matter, and manifest as much interest in the adorning of the mind as you do for their bodily comfort, and you will be able to render an answer to the question "WHO EDUCATES YOUR CHILDREN?" that will satisfy your conscience, and meet the requirements of your obligations to your children and to society.

From the N. Y. Teachers' Advocate.

SUPERFICIAL TEACHING.

It was the custom of a former age to study much in order to become good scholars. Every great attainment in literature and science was accomplished by much toil and application. No one even suspected that there was any short cut to superior scholarship. It was even a standard adage that there was no royal road to geometry. Or in other words, that the learner cannot overcome difficulties without his own exertions. It was the custom that teachers should exact tasks of the scholars—that scholars should be required to study—that teachers should labor to inculcate moral precepts, and store the minds of learners with the elements of those sciences which they were required to teach. In order to this end, there was line upon line and precept upon precept to be given. It was the duty of the teacher to use all the means of enforcement consistent with a proper exercise of mildness and authority, to encourage and persuade the pupil to the exercise of judgment and memory, and sometimes to correct his delinquency if necessary, by penal proceedings.

But the people of this age of progression cannot rest upon antiquated theories, nor be content to re-enact what has been done a thousand times in a prescribed way. Possibly there is a better way, and why should not the psychological discoveries of transcendental philosophy in other lands, be applicable to the unfolding mind in ours? And why should we not make progress in teaching, and find out new processes and labour-saving methods of mental expansion and development comparable with the discoveries in other departments of philosophical research? These inquiries are specious and plausible, but they betray great ignorance of the human mind. We had thought that the pouring-in process had by this time revealed its own fallacy, and that teachers would betake themselves to teaching, and put their scholars to study, instead of substituting pleasing lectures. Illustrations in many places are the peculiar business of the teacher, and lectures, to minds somewhat matured, will seldom be over-estimated; but the substitution of these for reading and reflection cannot be too severely condemned. They seem to be a device by which the immature mind is dazzled by the trappings and adornments of an interesting presentation, instead of becoming indoctrinated and instructed in the preliminary details of an elementary education. The mind must be trained. Continuous and regular exercise give to the mental faculties strength and power, just as they do to the physical. Repetition and tautology, though a fault in rhetoric, is necessary in teaching. He who supposes a whole class has learned a subject because he told them, once, will beyond all controversy be a very poor teacher. He must illustrate, explain, repeat again and again, if he would have a class of well-taught scholars, and the scholar must read and consider again and again, if he would be a good scholar. The good teacher is patient, persevering, industrious, good tempered,—indeed a man of all the virtues.

True Virtue.—There is no virtue that adds so noble a charm to the first traits of beauty, as that which exerts itself in watching over the tranquility of an aged parent. There are no tears that give so noble a lustre to the cheek of innocence, as the tears of filial sorrow.

From the N. Y. Teacher's Advocate.

NOBILITY OF LABOR.

Labor is of Divine origin. The first work ever performed upon the globe was executed by the hand of the Almighty. He implanted the ore beds deep in the secret recesses of the earth. By his hands the stately pines and the towering oaks were made to grow. He made the waters to flow in their destined channel. All for what purpose? Was it that they should ever remain thus? If no one labored, the great designs of Deity is furnishing the raw material for the use of man would never be fulfilled. But why did not the Creator himself perform this work? The same Power that created the iron ore, might with the same ease have spoken into existence shovels, fires, stoves, and various domestic utensils, and thus have furnished them to man without farther effort on his part. The same Being that spoke into existence the trees and the forest, might have furnished man with houses ready built, ships prepared for sea, tables, chairs, and all the implements now in use. All these could have been presented to man without effort or labor on his part.

But then the designs of God would have been thwarted. It is necessary that men should labor, and giving him the materials and the ability, urges him onward and prepares him for that high and holy existence for which he has been created.

He who refuses to labor then, disobeys the law of God, perverts nature, weakens his intellectual faculties, and by requiring his fellows to labor too much, that they may be supported in idleness, becomes an enemy to his race and is only unworthy of a place in the workshop of the Great Architect.

MISCELLANEOUS.

The Sanctity of Childhood.—What then are children really? Their constant presence, and their often disturbing wants, conceal from us the charms of these angelic forms which we know not how to name with sufficient beauty and tenderness—blossoms, dew-drops, stars, butterflies. But when you kiss and love them, you give and feel all their names! A single child upon the earth would seem to us a wonderful angel, come from some distant home, who, unaccustomed to our strange language, manners, and air, looked at us speechless and inquisitorial, but pure as a Raffaele's infant Jesus; and hence, we can always adopt every new child into the child's place, but not every new friend into the friend's place. And daily from the unknown world these pure beings are sent upon the wild earth; and sometimes they

alight on slave-coasts or battle fields, or in prison for execution; and sometimes in flowery valleys, and on lofty mountains, sometimes in a most baleful sometimes in a most holy age, and after the loss of their only father, they seek an adopted one here below. * * * I can endure a melancholy man, but not a melancholy child; the former, in whatever slough he may sink, can yet raise his eyes either to the kingdom of reason or hope; but the little child is entirely absorbed and weighed down by one black poison drop of the present.—*Richter.*

For Parents.—*It is easy to spoil a Son.*—There are very few can bear the hand of indulgence without injury. In our country, in most instances, those who are to be great or useful must make themselves so by

their own exertions, and often by very vigorous effort. In nine cases out of ten the young fellow who feels that he is provided for, that his father is rich, will relax his exertions, and become a poor fool, whatever may be his occupation. There is nothing so destructive to the morals, and, we may add, to the peace of any community, as the neglect of parents, rich or poor, to teach their sons the importance of being early engaged in some active employment. Too many of the citizens of every place, under the influence of false pride, suffer their sons, after quitting their schools, to lounge about the public offices and taverns of their place of residence, rather than cause them to engage in some important branches of the mechanic arts, or force them, by dint of their own industry and energies to seek their fortune in other pursuits. Nothing is more detestable in our eye than to see a healthy good-looking youth, breaking loose from the restraints of honorable industry, returning to his father's domicile for support, and loafing about it, rather than pursuing some occupation which will not only support himself but give gratification to his worthy parents. We would say to every father who has such a son, be he rich or poor—rather drive him to “cut his cord of wood a-day,” than suffer him to spend his time in idleness. “An idle head is the devil’s workshop,” and we may add that the hands are the implements he employs to execute his dark designs.

How to be a Man.—When Carlyle was asked by a young person to point out what course of reading he thought best to make him a man, replied in his characteristic manner: “It is not by books alone, or by books chiefly, that a man is in all points a man. Study to do faithfully whatsoever thing in your actual situation, then and now, you find either expressly or tacitly laid down at your charge—that is, your post; stand in it like a true soldier. Silently devour the many chagrins of it,—all situations have many, and see you aim not to quit it, without doing all that is your duty.

The Way to Succeed in the World.—A man that enters the world must be industrious, but not affected in disclosing his abilities; the best way is to observe a

gradation, for the slowest steps to greatness are the most secure; but swift rises are often attended with precipitate fall, and what is soonest got, is generally shortest in the possession.

Ancient Books.—Pausanias relates that a book by Hesiod was written on leaves of lead, and Herodotus mentions the use of skins by the Ionians when papyrus was scarce, which seems to show that he wrote on papyrus, or the manufacture of the paper “reeds of Egypt,” which grew by the brooks. Pliny mentions linen books, and Virgil alludes to books that were made of the inner end rind of the elm. The waxen hand tablets of the ancients are well known, which were inscribed upon by the point of the style, and smoothed with its flat end.

Man’s Abilities.—No man knows what he can do till he is fully resolved to do whatever he can. When men have thought themselves obligated to set about any business in good earnest, they have done that which their indolence made them suppose impossible. There are several abilities unknown to the possessor, which he did in the mind, for want of an occasion to call them forth.

To neglect the moral element in man, while we cultivate the lower propensities, is to mistake the plan of the Creator, who has endowed him with all the faculties of a brute, and all the capacities of a demon, but has also made him a little lower than the angels by lighting within him that flame which burns with a celestial light, significant of its heavenly origin; it is to let this celestial flame go out while we minister fuel to the consuming fires of the brutal and demoniacal part of one’s nature. And is not this sentiment true? To parents, guardians and teachers, then, let me say, whatever else ye may do, or leave undone, O! neglect not moral education.
—Rev. G. B. Emerson.

Wisdom allows nothing to be good that will not be so forever; no man to be happy but he that needs no other happiness than what he has within himself; no man to be great that is not master of himself.

EDITORIAL DEPARTMENT.

FIRST VOLUME OF THE JOURNAL OF EDUCATION.

This number completes the first Volume of the *Journal of Education for Upper Canada*; and we trust the intimations given in the Prospectus of it have been faithfully fulfilled. To the very large portion of the public press of different parties that have favorably noticed the *Journal of Education* and recommended it to the support of their readers, we desire to express our grateful acknowledgements; and especially are we grateful to the District Superintendents, most of whom have so cordially and efficiently seconded our exertions in diffusing educational information. Our sincere thanks are also presented to several Clergymen who have most generously and successfully contributed to the circulation of this Journal. The Alphabetical Index presents a tabular view of the various topics which have occupied the pages of the present volume. We have, however, had chiefly a fourfold object in view: 1. An exposition of the principles, and provisions and objects of the System of Common Schools in Upper Canada. 2. The qualifications, obligations and mutual relations and duties of Trustees, Parents and School Teachers. 3. The importance of Normal School Instruction for the elevation of the Common Schools of the country. 4. The importance and great advantages of a thorough, Christian, Common School education to the several classes of our industrious population. These subjects, we have felt, demanded the most prominent place in a preliminary volume of an Educational Journal; and in pursuing them we have not been able scarcely to enter upon the educational biography and history of other nations, or on several subjects essentially connected with a complete system of public instruction. Nor have we thought it advisable, in the present state of legislation respecting them, to make any reference to Classical and Collegiate Institutions and Systems—a subject on which, under other circumstances, we should have been happy to have given the results of European observation and experience. We have reason to believe the *Journal of Education* has, to some extent, been thus far successful in promoting the objects of its establishment; and the consciousness of this is an ample reward for the expense of labor and means which it has cost.

Having one or two hundred complete sets of the *First Volume* of this Journal we shall be happy to furnish it to parties wishing to obtain a copy, at the usual price—*Five Shillings*.—(See Notice, page 376.)

PROSPECTUS OF THE SECOND VOLUME OF THE
JOURNAL OF EDUCATION.

We purpose to continue this Journal for the year 1849. Its form will be quarto instead of octavo. This change of form is adopted not from choice, but from necessity, in order to secure to the subscribers to it the advantage of *newspaper* in the place of *pamphlet postage*. While the subjects which have given character to the first volume of this Journal will not be lost sight of, another leading object of the second volume will be **SCHOOL ARCHITECTURE**—for the elucidation and improvement of which we have already procured several engravings, and have taken steps to procure others; and in the course of the year, we purpose to give engravings of all the best and most suitable plans of **SCHOOL-HOUSES** (with accompanying explanations) which have been recommended by school authorities in the neighbouring States, as also engravings of the series of plans of Common School-houses which have been adopted and recommended by the Educational Committee of Her Majesty's Privy Council in England. The engravings will exceed in number the months of the year, and will themselves be worth the subscription price (five shillings) of the volume. We doubt not but it will be gratifying to those District Councils who have already taken steps to supply every School Section within their respective jurisdictions with a copy of the **JOURNAL OF EDUCATION** for 1849, that their enlightened co-operation will be met by corresponding exertions on our part.

Another object of the second volume will be, to explain any modifications which may be made in the School law in connexion with its present provisions.

A third and prominent object of the second volume will be, the exposition of the means necessary for carrying into effect provisions which we believe will shortly be made by the Legislature for the establishment of **COMMON SCHOOL LIBRARIES**; and on the selection of books for that purpose by the Board of Education, short reviews and characteristic notices of them will be given in this Journal, together with the best and cheapest modes of procuring them.

We hope also to find room in the second volume for some accounts and notices of the systems of public instruction and educational movements of other countries, both European and American, as well as for some articles of miscellaneous literature, such as will be specially entertaining and instructive to young persons. But the educational wants of Upper Canada must command our first attention, and determine the character of the **JOURNAL OF EDUCATION**.

We respectfully and earnestly solicit the continued and active co-operation of District Superintendents, Clergymen, and other School officers and friends of Education in procuring and forwarding subscriptions, as heretofore. All subscriptions must be paid in advance; and no subscription will be taken for

less than one year. No part of the subscriptions will be applied to remunerate the labour of editing the Journal; but the whole will be expended in defraying expenses incurred in connexion with its publication.

Editors friendly to the increased circulation of the JOURNAL OF EDUCATION are respectfully requested to direct the attention of their readers to the above Prospectus of the second volume.

REPORT OF THE SUPERINTENDENT OF COMMON SCHOOLS FOR THE BATHURST DISTRICT,

Addressed to the Municipal Council at its semi-annual Session in October.

Though we have inserted one report on the Schools in this District in the present volume of this Journal, (see page, 116) and though the report before us is almost exclusively local in its remarks and references, yet they are so practical and excellent, that we had selected them for insertion when we learned that the Municipal Council had ordered the Report to be printed in pamphlet form for wide circulation in the District to which it refers. The Rev. Mr. PADFIELD, the District Superintendent, states that there are 120 Schools in the District (including *twenty-four* Townships), all of which, with a few exceptions, such for the most part as were not in operation when he made his visit, he had visited during the last six months; that the attendance of pupils during the summer was thin; but "in the course of my visits during the winter months, (says Mr. P.), I was much gratified with the general improvement of the children, and with the attention and diligence of the Teachers. I found the Schools well attended, and the pupils apparently very desirous to improve themselves in the various branches of knowledge to which their attention was directed." Mr. Padfield then notices several Teachers and Schools as worthy of special commendation; after which he dwells at considerable length and with much discrimination on the Common School-houses generally, with suggestions for their improvement; one of which is that the Council should require the School-houses for the erection of which it may impose assessments, to be built according to some prescribed plan. Mr. P. remarks upon the importance of *Quarterly School Examinations*, and the fact that there has been much neglect on the part of Visitors (Clergy, Magistrates, and Councillors) in attending them. We subjoin Mr. P.'s excellent observations on *Text-books* in Schools, and the concluding paragraph of his report:—

"On the subject of text books to be used in the Schools, and which may be selected by the Trustees "from a List of Books, made by the Board of Education under the sanction of the Governor in Council," I have to observe that a greater uniformity is beginning to prevail. Where this provision of the Act is carefully attended to, the advantages are plainly manifest, and the

improvement of the children is certain and rapid in proportion. This is a point of high importance, but one too little thought of. Every person at all acquainted with the business of Education, knows that where proper books are used, and the children judiciously classed, a Teacher can effect more in one month, with greater ease to himself, and more pleasure to the learner, than he could under less favorable circumstances in three. Many parents are not aware of the great loss of time occasioned by the diversity of books used by their children at School; and in School affairs, especially in such settlements as ours, where the children are so often kept at home to assist their parents, the loss of time is the loss of money, and of what is infinitely more value than money,—the improvement of the mind thirsting for knowledge. I recollect visiting one School last winter, at which 15 children were present, no two of whom had books of the same kind. Each had to be heard separately,—no class was formed in it,—every one was cut off, as it were, from his school-fellows; there was no community of studies,—no emulation,—no desire to excel on the part of the scholars; and an almost endless and certainly most tiresome round of lifeless repetition of isolated lessons to be listened to on the part of the Teacher.” * * * * *

“But upon the whole, in spite of these various hindrances, our Common Schools are undoubtedly improving. Though too little still,—there is yet more attention paid to the important subject of elementary education than in past years. In the course of time it is to be hoped a more lively regard will be awakened, better School-houses will be built, more care and discrimination will be exercised in the election of Trustees, parents will become more alive to their duties, and all persons will unite to promote so desirable an end as the placing of sound and useful instruction in necessary knowledge within the reach of the poorest child in the land.”

REPORT OF THE SUPERINTENDENT OF COMMON SCHOOLS FOR THE BROCK DISTRICT,

Presented to the Municipal Council at its Semi-Annual Session in November.

The statistical part of this Report, we inserted in the October number of this Journal. The *expository* part of it refers to the *State of the Schools visited, School-houses and Furniture, and School Fund for 1847, Parliamentary Grant for 1848.*

On all these topics the Rev. Mr. LANDON, the District Superintendent, displays an intimate and practical acquaintance with the best interests of Common Schools, and expresses sound and elevated views. We are happy to observe that the Council has ordered this admirable report to be printed in pamphlet form and widely circulated in the District. The circulation of it cannot fail to exert a most beneficial influence in the Brock District, especially on the subject of qualified Teachers and their salaries, and School-houses and their furniture. The remarks on this last subject we hope to find room for in a future number. In the mean time, we quote two paragraphs—the one illustra-

tive of the spirit and manner in which Mr. L. has pursued his work of School visitation, the other presenting a summary view of the Schools in that District. Mr. L. says, "Having, since your last Session, visited all the Schools in operation in the District, with two or three exceptions; and having enjoyed considerable facilities for acquiring information respecting the working of our present School System, by intercourse and conversation with a large number of Teachers, Trustees, and other intelligent and well informed persons who take an interest in the subject of Common School Education; I beg leave to submit to your Honorable Body the result of my observations." Mr. LANDON, referring to the statistical abstract inserted in the October number of this Journal, remarks as follows:—

"From this abstract it will be seen that the whole number of Schools visited was eighty; that the number of male and female Teachers was exactly equal, being forty of each; that of these eighty Schools, nine were of the first class, twenty-eight of the second, and forty-three of the third; that the highest salary paid to any Teacher was one hundred pounds per annum; the highest salary paid to any Female Teacher was forty pounds per annum; that the average of all the salaries paid to Males was fifty-five pounds twelve shillings and three pence three farthings, and the average of the salaries paid to Females was twenty-eight pounds four shillings and five pence farthing—making a general average, including the salaries paid to Males and Females, of forty-one pounds eighteen shillings and four pence half-penny."

SCHOOL DOINGS OF THE PEOPLE IN COUNTRY PLACES.

We have been pleased with the quiet and energetic way in which the country people in many of the Districts are attending to their School affairs. The Minutes of the several District Councils present numerous examples of this. We select, as a specimen, the following items from one single report of an educational committee, presented and adopted at the October Session of the WELLINGTON DISTRICT COUNCIL—one of the youngest Districts in Upper Canada:—

PETITIONS.

John Ernst and others, of the Township of Wilmot, praying to be assessed £67 instead of £92,—granted.

A. G. Livergood and others, praying to be assessed £110—granted.

David B. Weaver and Trustees of School Section No. 2, Waterloo, praying to be assessed £80 to pay their Teacher,—granted.

John Thomson, and the other Trustees of section No. 1, Waterloo, praying to be taxed £125, to pay for building a School-house,—granted, and the Trustees authorized to sell the old School-house.

F. W. Irwin and the Trustees of Section No. 3, in the west section of Wellesley, praying to be assessed £24 5s,—granted.

Richard Davis, and the other Trustees of School Section No. 3, Erin, praying to be assessed £12,—granted.

Lochlan McKennon and others of School Section No. 9, in the Township of Erin, praying to be assessed to the amount of £29 15s,—granted.

Abraham B. Clemens, and the other Trustees of School Section No. 26, in the Township of Waterloo, praying to be assessed to the amount of £53,—granted.

William Phin, and the other Trustees of School Section No. 1, in the Township of Eramosa, praying that certain persons who were omitted to be taxed last year for building a School-house in said section, be taxed this year,—granted.

James Lynd, and the other Trustees of School Section No. 1, in the Township of Guelph, praying to be assessed £6,—granted.

Andrew Geddes, and the other Trustees of Section No. 3, in the Township of Nichol, praying to be assessed £17 10s. Cy., exclusive of expenses, to pay Teacher,—granted.

Thomas Crooks, and the Trustees of School Section No. 7, in Puslinch, praying to be assessed £45 to complete School-house,—granted; but that John Martin, Peter Robinson, and James McCaig be exempted from taxation.

George Brown, and the other Trustees of School Section No. 1, in the Township of Derby, praying to be assessed £25 to pay Teacher,—granted to the extent of £15, it appearing to your committee injudicious to grant the whole sum.

John Cook, and the other Trustees of School Section No. 7, in Puslinch, praying to be assessed £5 to pay off debt,—granted.

Henry Puddicomb, and the other Trustees of School Section No. 7, in the Township of Wilmot, praying to be assessed £10 to pay off debt,—granted.

Peter Sim and Thomas Vipond, of School Section No. 14, in the east section of Wellesley, praying to be assessed to the amount of £37 10s,—granted to the amount of £20, to enable them to build and complete a log School-house.

John McLean and other five Trustees of School Sections Nos. 2 and 8, in the Town and Township of Guelph, praying that these sections be assessed: No. 2, £9, and No. 8, £7 10s., to pay for the rent of a house used by them before they were divided,—granted.

Jacob G. Stauffer, and the other Trustees of Union School Section No. 3, in Wilmot, and No. 2, in Blenheim, praying to be assessed the sum of £12 10s. to pay the Teacher,—granted.

NEW-YORK STATE NORMAL SCHOOL.—The Semi-annual Examination of this Institution commenced on Monday last, and closed on Thursday. The exercises were uncommonly interesting, and were witnessed by a large number of visitors. It was, throughout, a fair and critical examination. The well-earned reputation of the school for thorough discipline, as well as its peculiar adaption to training teachers, was amply sustained.—*New-York Teachers' Advocate for November, 1848.*

The Examination of the Pupils was close and severe. But the Students passed through the ordeal with honor to themselves and credit to their Teachers.

The School is no longer an experiment. Its utility is fully established. It is now permanently identified with the Common School System of the State; and so long as it maintains its present high character, it will be as popular with the people as it is useful to the great cause of universal education.—*Albany Evening Journal.*

CONNECTICUT COMMISSIONER.—Gurdon Trumbull, Esq., of Stonington, has been elected by the Legislature of Connecticut, Assistant School Commissioner, to become sole Commissioner at the close of the present fiscal year, or on the resignation of the present incumbent. Dr. Beers, the present Commissioner, has ably filled the office for about twenty-five years, during which, he remarks, in a recent letter, his duties have compelled him to travel an average of three thousand miles per annum, in the five States in which the fund is invested. Mr. Trumbull is very widely known as a gentleman of eminent literary ability, whose business talent and experience render him fully competent to take charge of the office, which is the most responsible and laborious one in the State.—*Journal of Commerce.*

TEACHERS' INSTITUTES are being held in most of the counties of the State under the provisions of the law for their support, and, as far as we can learn, with increased usefulness.—*N. Y. State School Journal for October.*

NOTICE.

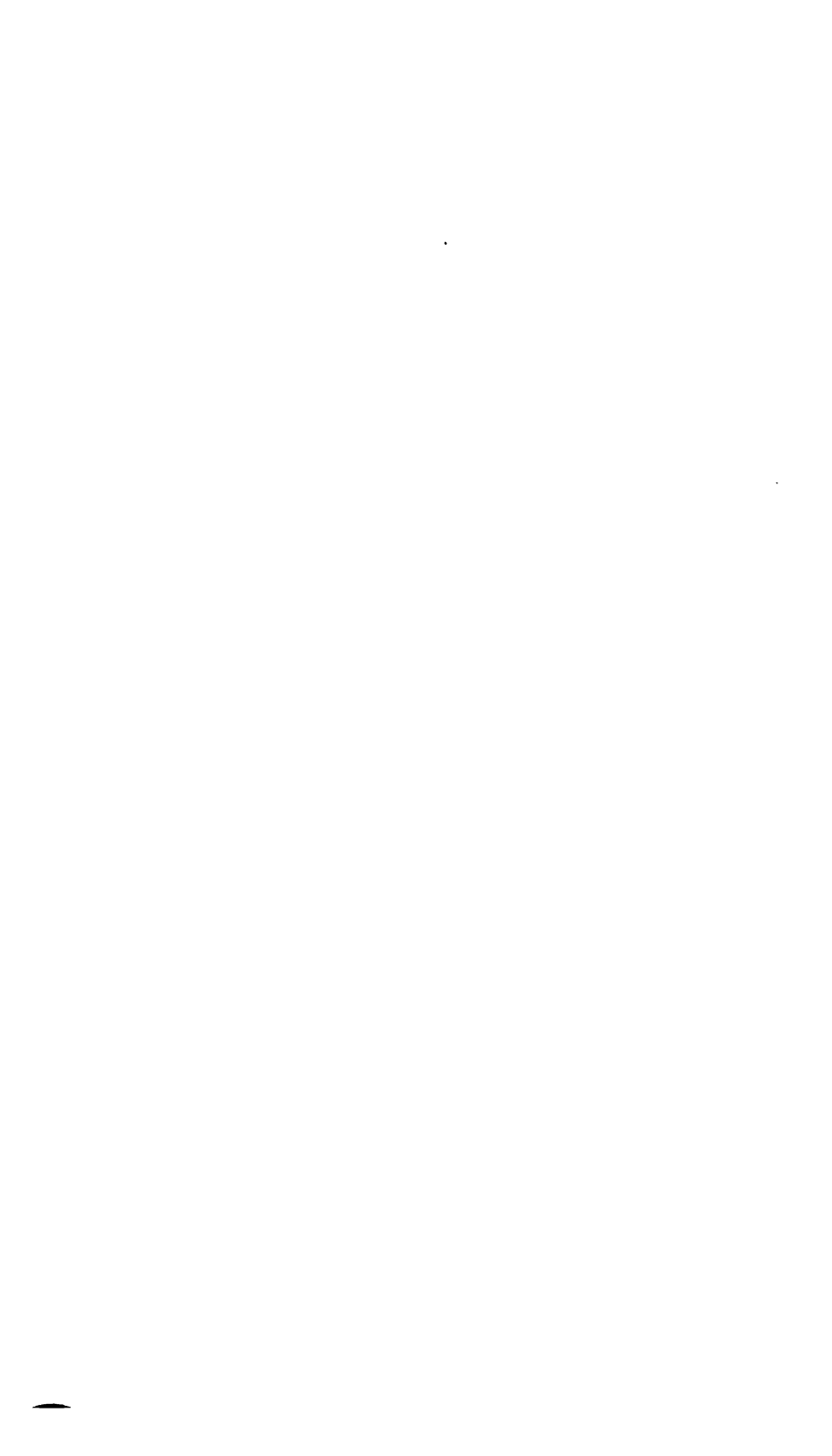
The Subscribers to the first volume of the *Journal of Education* are respectfully informed, that in order to receive the first number of the Second Volume, it will be necessary for them to forward their subscriptions—five shillings per copy for the year 1849. This they can do, either through any District Superintendent, or Clergymen, or by addressing Mr. J. GEORGE HODGINS, Education Office, Toronto.

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